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ABSTRACT

Included in this statewide factbook for Texas community and technical colleges are the following eight sections, each with its own summary analysis. Section 1 reports on the annual headcount enrollment, which includes academic year 1994-1995 enrollment charts by type of major, gender, race/ethnicity, and tuition status, and a chart for enrollment by type of major for 1993-1994 and 1994-1995. Section 2 looks at the fall headcount enrollment, which charts the traditional fall headcount enrollment for fall semesters 1986-1995, fall headcount enrollment for fall semesters 1986-1995, fall enrollment comparison for fall semesters 1991-1995, and fall enrollment by type of major, gender, race/ethnicity, and tuition status for fall 1995. Section 3 examines the fall enrollment of first-time-in-college students. Section 4 reports on access, which contains a comparison of statewide population and 1994-1995 annual headcount enrollment proportion charts by gender, race/ethnicity, and special populations served, and competitive technical programs (fall 1993) charted by gender, race/ethnicity, academically disadvantaged and economically disadvantaged student representation. Section 5 looks at persistence; section 6 examines remediation. Section 7 reports on 1994-1995 graduates by program type, gender, program type and level, program type and gender, race/ethnicity, and proportion of graduates by program type and race/ethnicity. Section 8 examines outcomes for academic year 1994-1995. A glossary is included. (VWC)

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STATEWIDE FACTBOOK

Community and Technical Colleges of Texas

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Austin, Texas

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Annual Headcount Enrollment

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Annual Headcount Enrollment

This figure reflects the total number students attending community and technical colleges during an academic year. It is an unduplicated count by institution, but students who attend more than one community or technical college district during a year may be counted more than once.

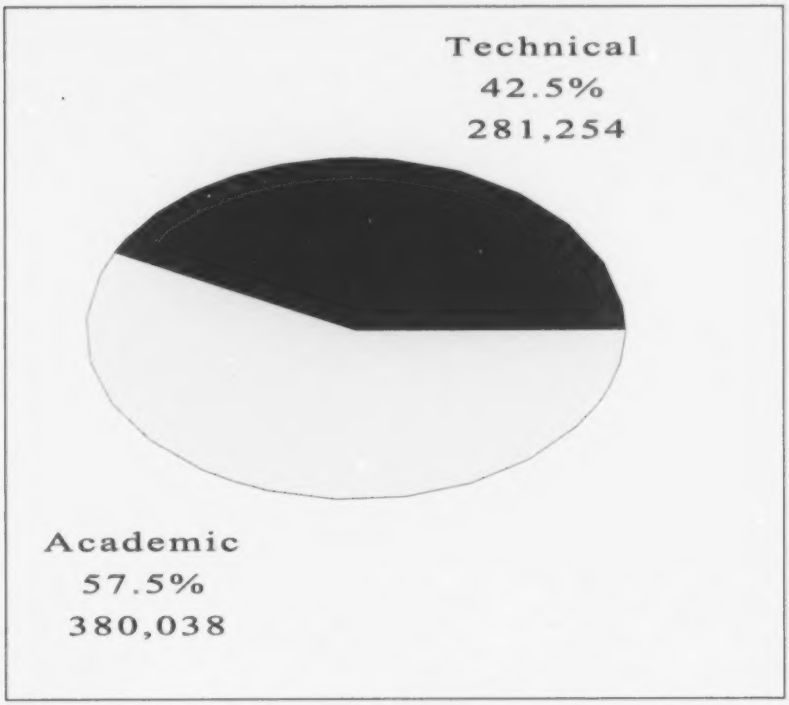
The total annual headcount for 1994-1995 was 661,292 students. Of these, 42.5 percent majored in technical disciplines (Figure 1-1, p. 3), compared to 38.5 percent in 1993-1994 (Figure 1-5, p. 7).

The demographic characteristics of the annual headcount enrollment indicate that more females (371,294 or 56.1%) than males (289,998 or 43.9%) attend community and technical colleges (Figure 1-2, p. 4). The majority of the students are White (397,015 or 60.0%). Hispanics make up nearly a fourth of the student headcount (153,152 or 23.2%), while Blacks represent about a ninth (73,300 or 11.1%). Only 26,519 (4.0%) are Asian/Pacific Islanders, and 3,391 (less than 1%) are Native Americans. The number of international students is 7,915 (1.2%) (Figure 1-3, p. 5).

In terms of tuition status, the majority (62.9%) are residents of the district of the college where they are enrolled (Figure 1-4, p. 6).

Technical program federal funding through the Carl D. Perkins Vocational Education-Act is allocated to the states on the basis of the annual headcount enrollment. Other aspects of annual headcount enrollment are discussed in the Access section of this Factbook.

FIGURE 1-1
Annual Headcount Enrollment by Type of Major
Academic Year 1994-1995



Note:	Total = 661,292
Source:	CBM001/00A

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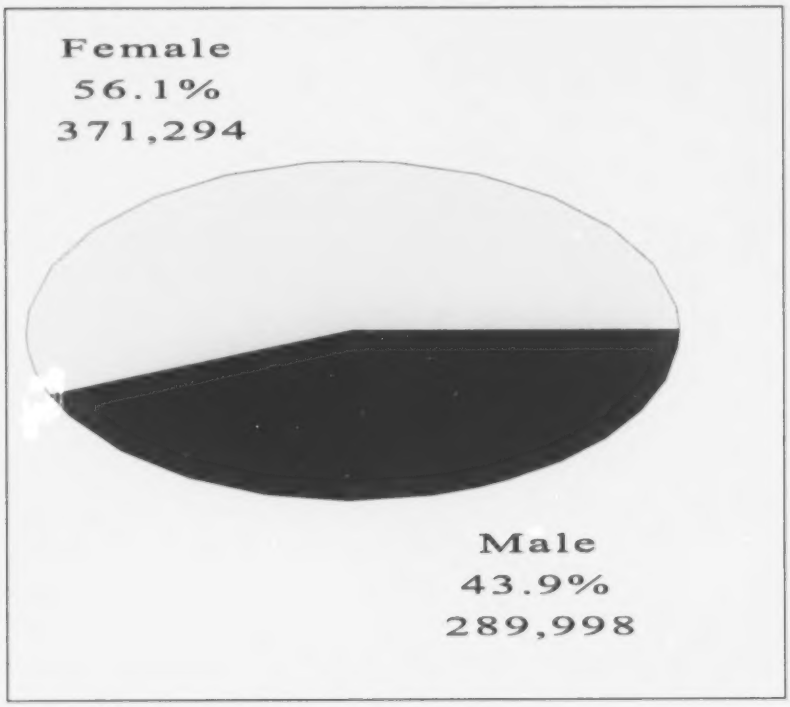
FIGURE 1-2
Annual Headcount Enrollment by Gender
Academic Year 1994-1995



Note:	Total = 661,292
Source:	CBM001/00A

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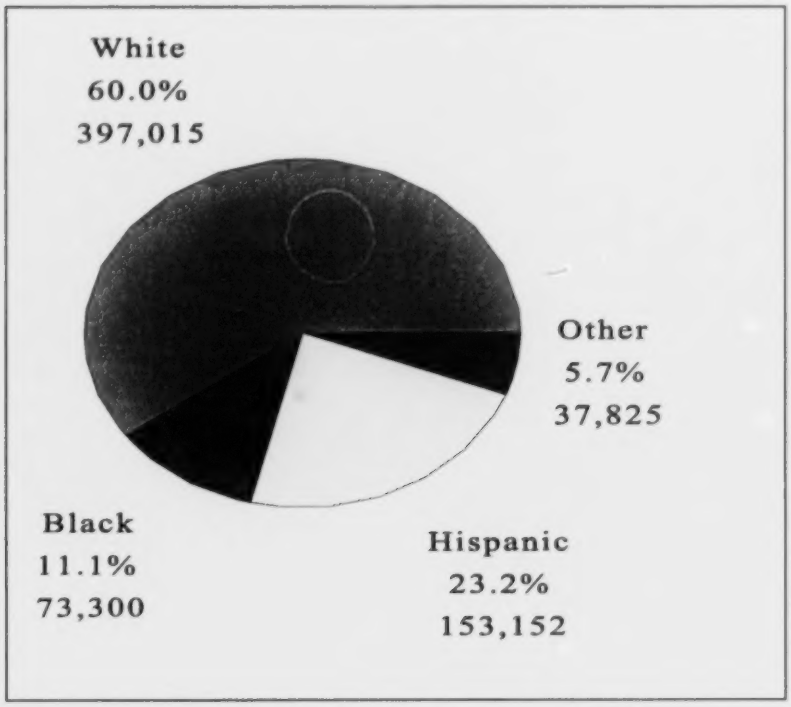
FIGURE 1-3
Annual Headcount Enrollment by Race/Ethnicity
Academic Year 1994-1995



Notes:	(1) Total = 661,292 (2) Other = Asian, Native American, and International students
Source:	CBM001/00A

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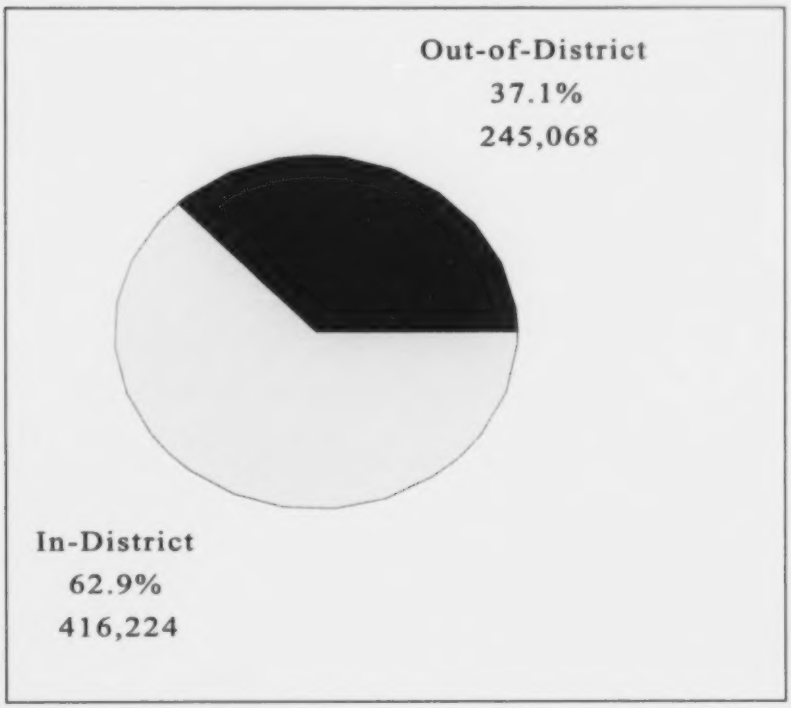
FIGURE 1-4
Annual Headcount Enrollment by Tuition Status
Academic Year 1994-1995



Notes:	(1) Total = 661,292 (2) Includes students in regular classes and block format programs. (3) In-District students are charged In-District tuition based on residency and other criteria.
Source:	CBM001/00A

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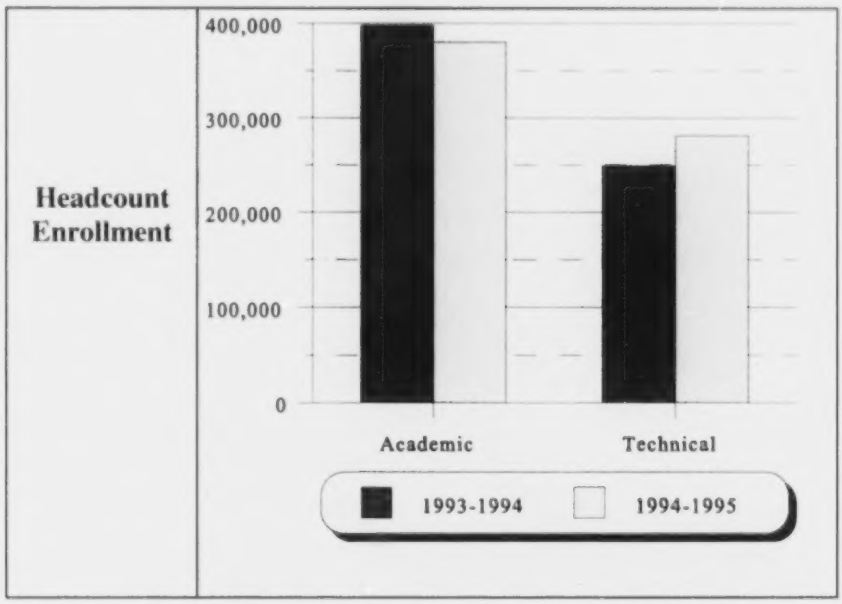
FIGURE 1-5
Annual Headcount Enrollment by Type of Major
Academic Years 1993-1994 and 1994-1995



	1993-1994	1994-1995
Academic	397,806	380,038
Technical	248,803	281,254

Note:	Total = 661,292
Source:	CBM001/00A

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Fall Headcount Enrollment

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Fall Headcount Enrollment

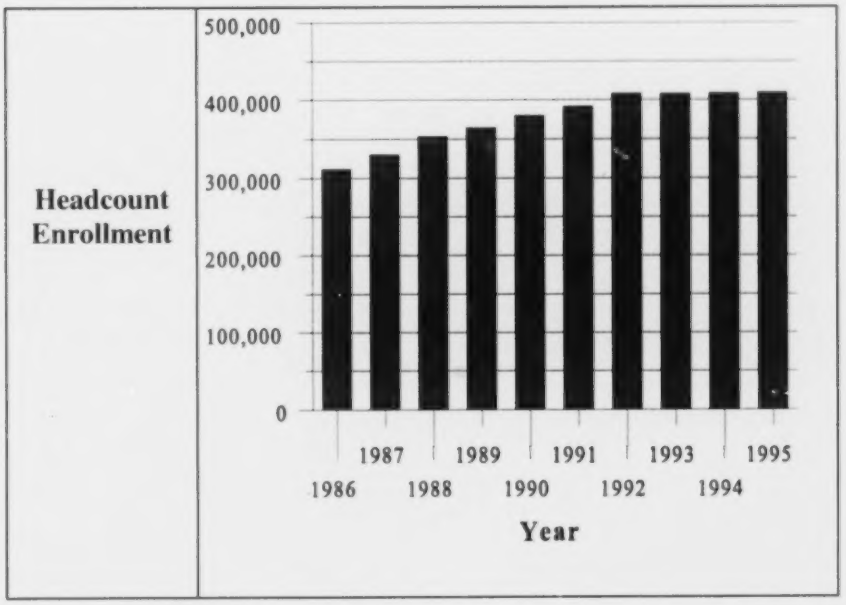
Fall headcount enrollment is defined as the number of students who are attending classes as of the census date (12th class day) of the fall term and who are reported on the Coordinating Board's CBM001 report. During the past ten years, statewide enrollment in community and technical colleges has increased 31.3 percent, from 311,147 in fall 1986 to 408,606 in fall 1995 (Figure 2-1, p. 10). Fall headcount is the number most often used when enrollment is discussed.

Community and technical colleges also offer courses that begin after the census date. Although some students take such courses during the fall term, they are not counted in the headcount enrollment of that term; rather, they are reported as "flexible entry" students in the following spring term. The enrollment for fall 1995 increases by 20,108 students when these students are included.

Another factor to be considered in determining fall enrollment at community and technical colleges involves courses that are offered in block hour formats. Since 1994, students enrolled in block hour courses have been reported separately on the Coordinating Board's CBM00A report. These numbers traditionally have not been included in the fall headcount. In fall 1995, 7,842 students were reported in block hour programs (Figure 2-2, p. 11). When both flexible entry and block hour course enrollments are included, the 1995 fall headcount increases 6.8 percent from 408,606 to 436,556 (Figure 2-3, p. 12).

Of the 416,448 students enrolled in regular and block hour programs for fall 1995, more females (237,728 or 57.1%) than males (178,720 or 42.9%) were enrolled in community and technical colleges (Figure 2-5, p. 14). Academic majors made up 57.5 percent of the total, and technical majors 42.5 percent (Figure 2-4, p. 13). Whites made up 58.6 percent of the total, Hispanics 25.5 percent, and Blacks 10.4 percent (Figure 2-6, p. 15). Of Texas residents, the majority (69.9%) were classified as In-District for tuition purposes (Figure 2-7, p. 16).

FIGURE 2-1
Traditional Fall Headcount Enrollment
Fall Semesters 1986-1995



	1986	1987	1988	1989	1990
Headcount Enrollment	311,147	329,921	352,579	363,886	379,514

	1991	1992	1993	1994	1995
Headcount Enrollment	391,300	407,536	407,382	408,055	408,606

Note:	Includes only those students attending classes on the census date of the fall term (regular classes).
Source:	CBM001

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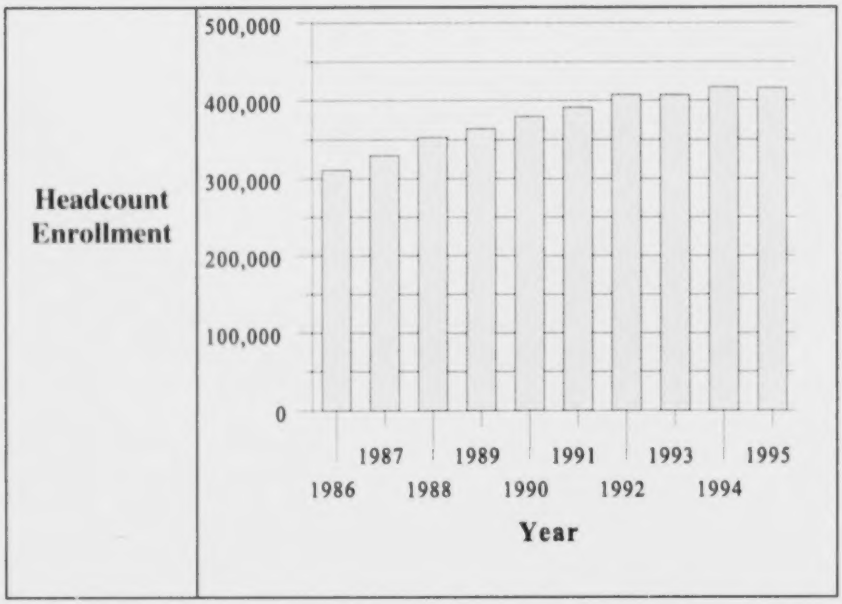
FIGURE 2-2
Fall Headcount Enrollment
Fall Semesters 1986-1995



	1986	1987	1988	1989	1990
Headcount Enrollment	311,147	329,921	352,579	363,886	379,514

	1991	1992	1993	1994	1995
Headcount Enrollment	391,300	407,536	407,382	417,480	416,448

Note:	As of Fall 1994, the headcount includes those students attending regular classes as well as the students attending block hour programs.
Source:	CBM001/00A

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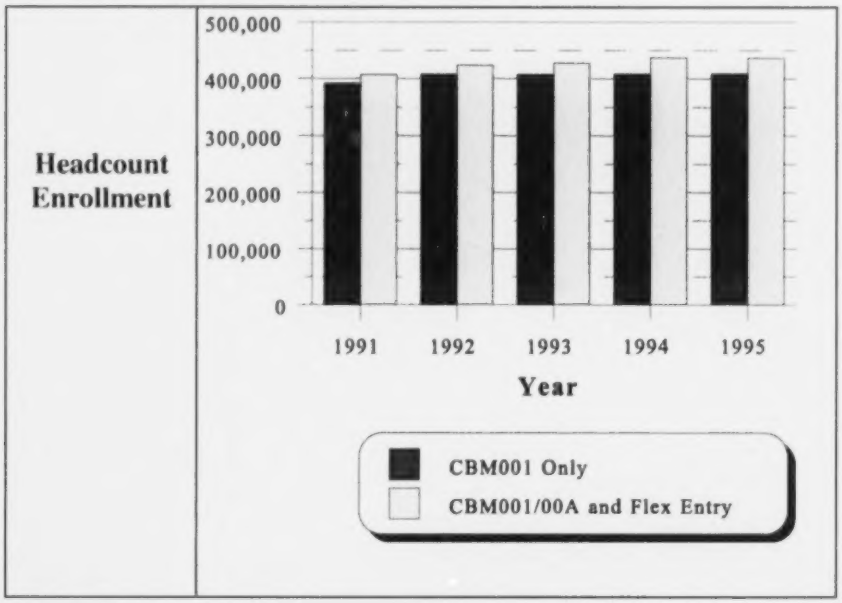
FIGURE 2-3
Fall Headcount Enrollment Comparison
Fall Semesters 1991-1995



	1991	1992	1993	1994	1995
CBM001/00A and Flex Entry	406,975	423,771	426,961	437,295	436,556
CBM001 Only	391,300	407,536	407,382	408,055	408,606

Note:	Includes students attending regular classes and block hour programs as well as flex entry students.
Source:	CBM001/00A

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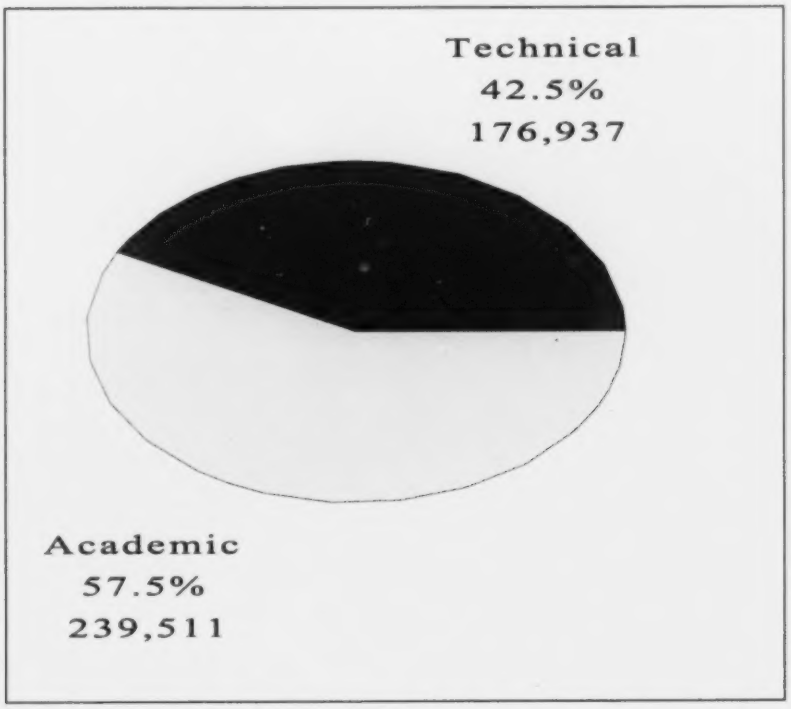
FIGURE 2-4
Fall Headcount by Type of Major
All Enrolled Students (Fall 1995)



Notes:	(1) Total = 416,448 (2) Includes students in regular classes and block format programs.
Source:	CBM001/00A

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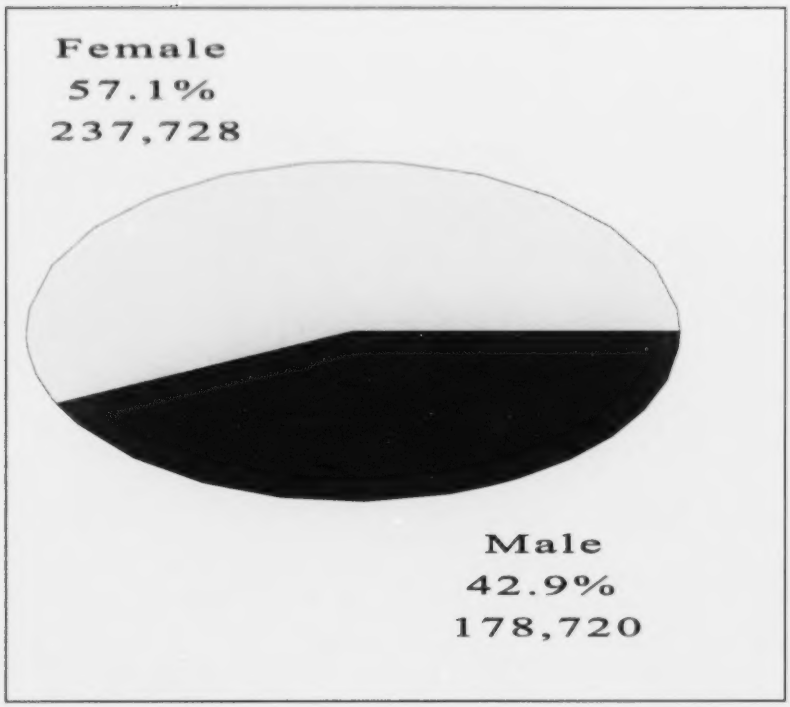
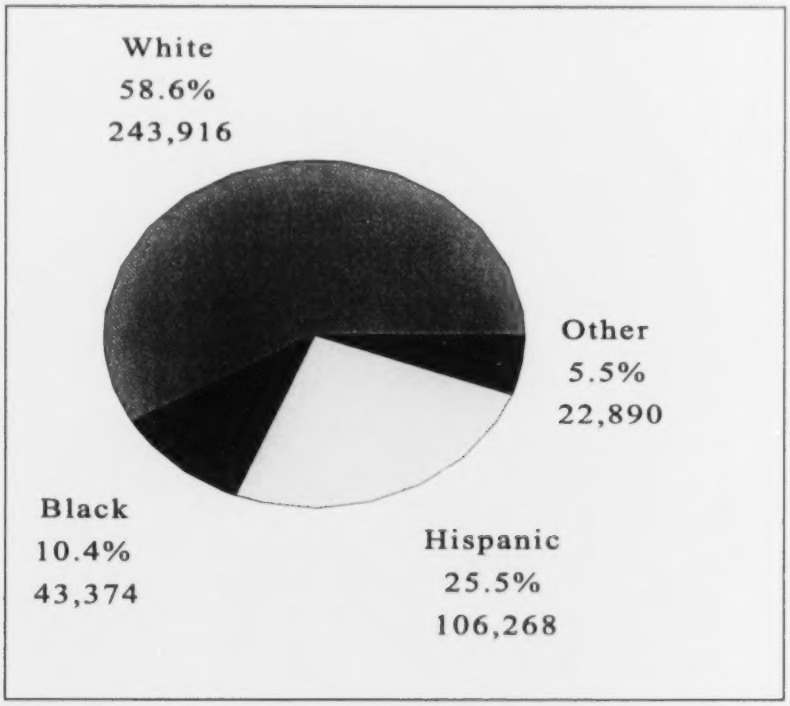
FIGURE 2-5
Fall Headcount by Gender
All Enrolled Students (Fall 1995)



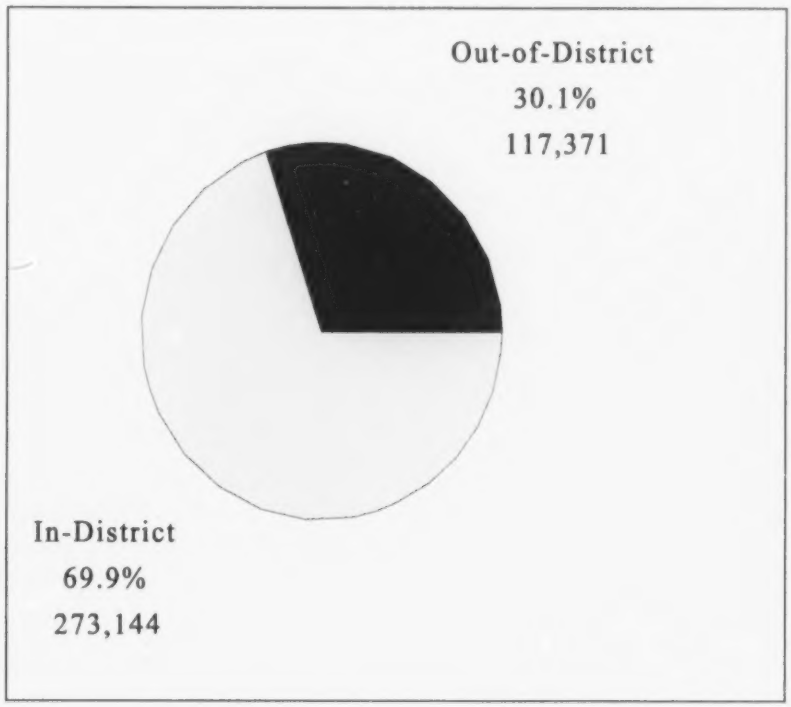
Notes:	(1) Total = 416,448 (2) Includes students in regular classes and block format programs.
Source:	CBM001/00A

FIGURE 2-6
Fall Headcount by Race/Ethnicity
All Enrolled Students (Fall 1995)



Notes:	(1) Total = 416,448 (2) Includes students in regular classes and block format programs. (3) Other = Asian, Native American, and International students
Source:	CBM001/00A

FIGURE 2-7
Fall Headcount by Tuition Status
All Enrolled Texas Residents (Fall 1995)



Notes:	(1) Total = 390,515 (2) Includes students in regular classes and block format programs. (3) In-District students are charged In-District tuition based on residency and other criteria.
Source:	CBM001/00A

Fall Enrollment of First-Time-in-College Students

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Fall Enrollment of First-Time-in-College Students

First-Time-in-College (FTIC) enrollment reflects the number of students enrolling in higher education for the first time. It is often used as the basis for defining a cohort or group of students for tracking purposes. Such cohorts are used to identify the length of time it takes students to graduate or to determine the proportion of entering students who complete a degree or transfer within a given time frame.

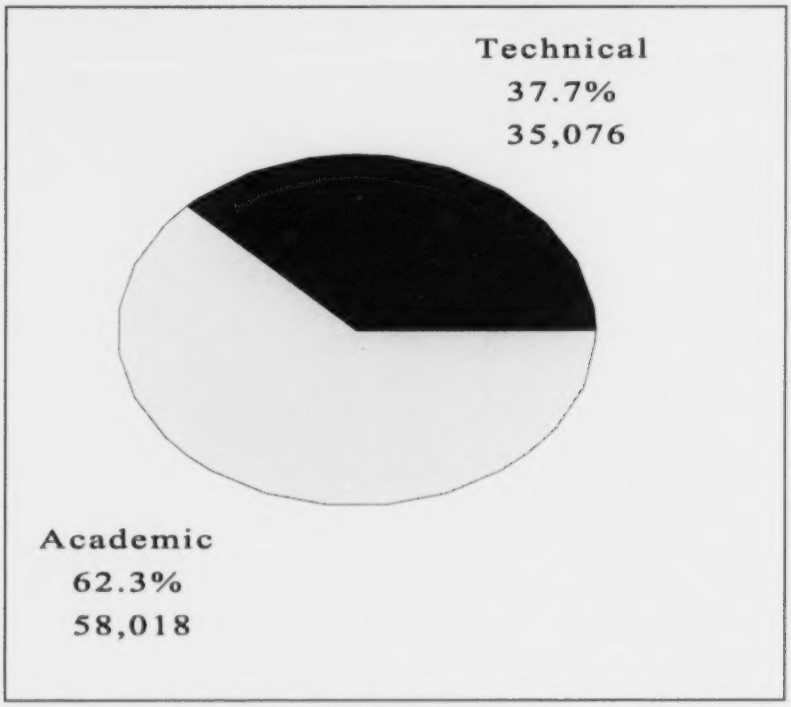
In fall 1995, there were 416,448 students enrolled in either regular or block hour format courses (Figure 2-2, p. 11). Of those, 93,094 (22.4%) were taking courses for the first time. Of the first-time students, 35,076 (37.7%) declared technical majors and 58,018 (62.3%) declared academic majors (Figure 3-1, p. 19).

The demographic characteristics of fall 1995 FTIC students show that 43,166 (46.4%) were male and 49,928 (53.6%) were female (Figure 3-2, p. 20). The ethnic distribution was 53,644 (57.6%) White, 9,262 (9.9%) Black, and 25,484 (27.4%) Hispanic (Figure 3-3, p. 21).

More than half of the students (48,287 or 51.9%) attended college full time (12 or more semester credit hours), while 15,412 (16.6%) took fewer than six semester credit hours (Figure 3-4, p. 22). The majority of these were probably taking only one course.

Multi-year data indicate that from 1993 to 1995 overall FTIC enrollment at community and technical colleges increased from 86,590 to 93,094 (up 7.5%), while the proportion of technical to academic majors remained fairly constant (Figure 3-5, p. 23). The proportion of full-time students decreased slightly from 53.7 percent to 51.9 percent (Figure 3-6, p. 24).

FIGURE 3-1
Fall Headcount Enrollment by Type of Major
First-Time-in-College Students (Fall 1995)



Notes:	(1) Total = 93,094 (2) Includes students in regular classes and block format programs.
Source:	CBM001/00A

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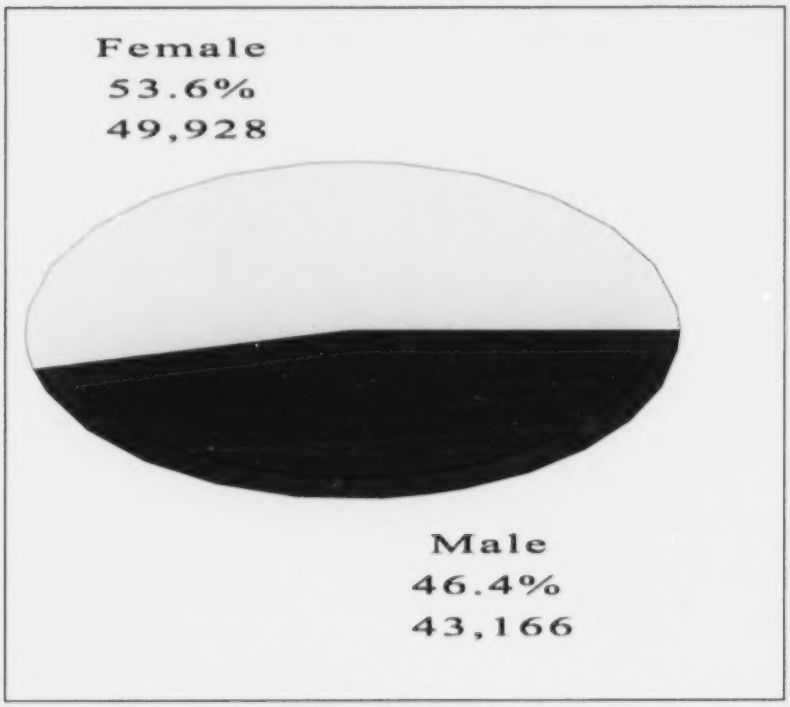
FIGURE 3-2
Fall Headcount Enrollment by Gender
First-Time-in-College Students (Fall 1995)



Notes:	(1) Total = 93,094 (2) Includes students in regular classes and block format programs.
Source:	CBM001/00A

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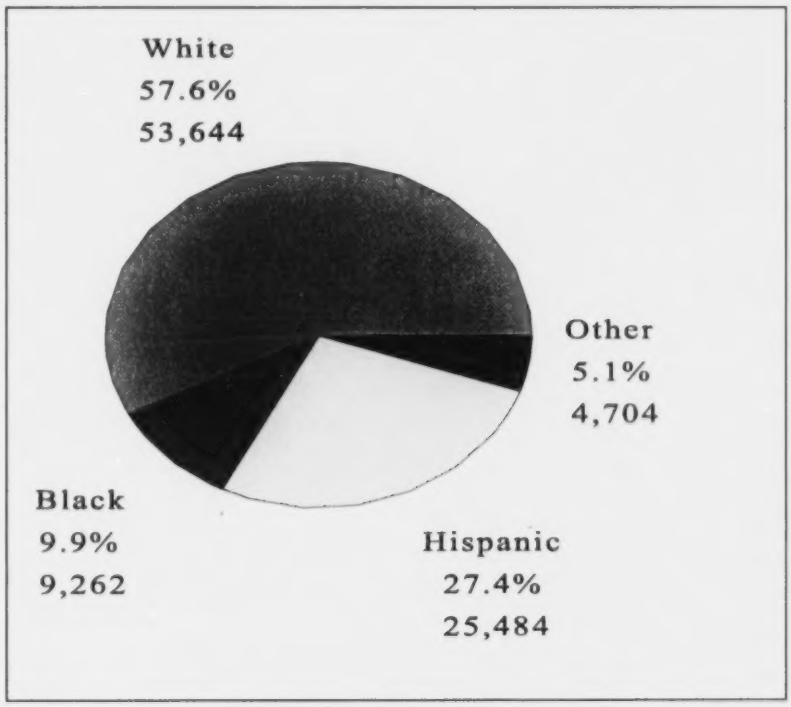
FIGURE 3-3
Fall Headcount Enrollment by Race/Ethnicity
First-Time-in-College Students (Fall 1995)



Notes:	(1) Total = 93,094 (2) Includes students in regular and block format programs. (3) Other = Asian, Native American, and International students
Source:	CBM001/00A

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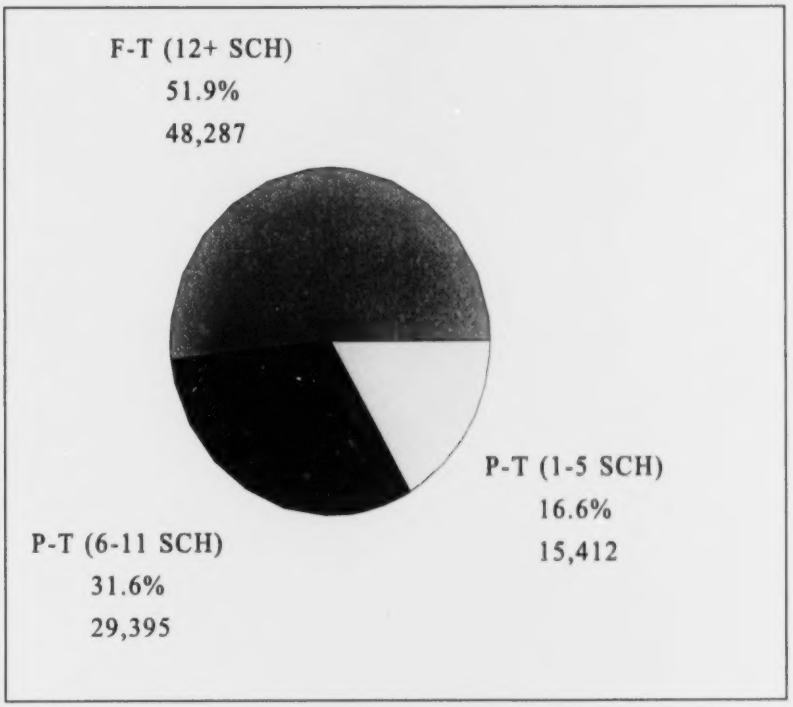
FIGURE 3-4
Fall Headcount Enrollment by Full/Part-Time Status
First-Time-in-College Students (Fall 1995)



Notes:	(1) Total = 93,094 (2) Includes students in regular and block format programs. (3) F-T = full-time (4) P-T = part-time (5) SCH = semester credit hours
Source:	CBM001/00A

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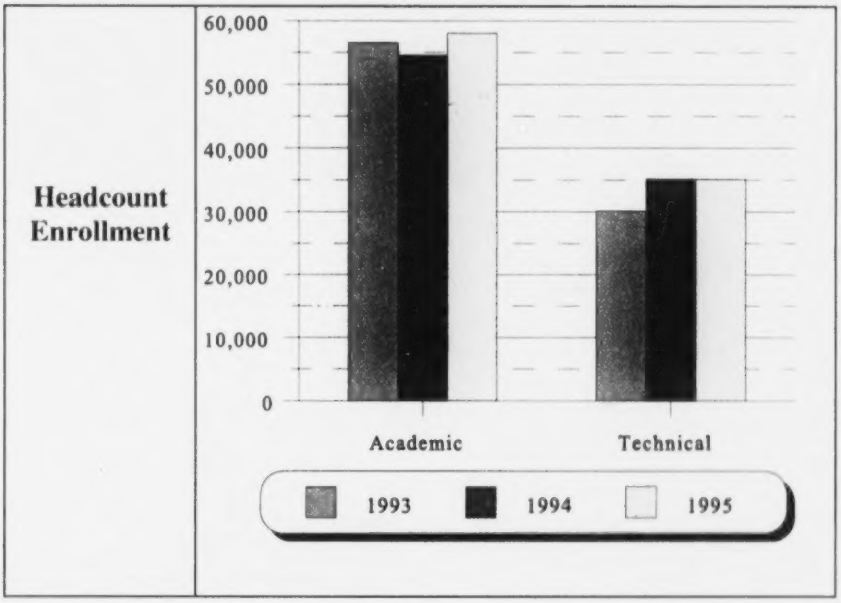
FIGURE 3-5
Fall Headcount Enrollment by Type of Major
First-Time-in-College Students (Fall Headcount 1993-1995)



	1993	1994	1995
Academic	56,509	54,535	58,018
Technical	30,081	35,126	35,076

Note:	Includes students in regular classes and block format programs.
Source:	CBM001/00A

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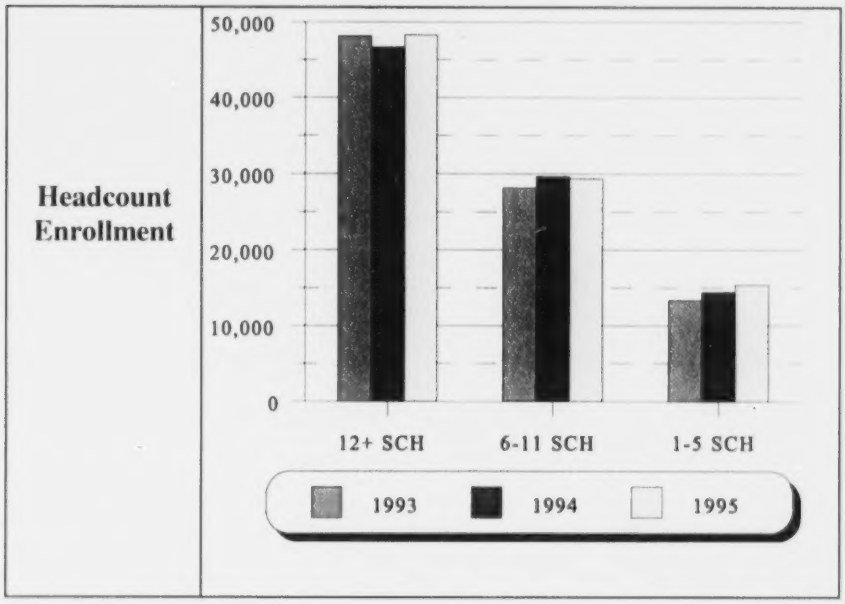
FIGURE 3-6
Fall Headcount Enrollment by Full/Part-Time Status
First-Time-in-College Students (Fall Headcount 1993-1995)



	1993	1994	1995
Full-Time (12+ SCH)	48,113	46,649	48,287
Part-Time (6-11 SCH)	28,130	29,605	29,395
Part-Time (1-5 SCH)	13,347	14,407	15,412

Notes:	(1) Includes students in regular and block format programs. (2) SCH = semester credit hours
Source:	CBM001/00A

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Access

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Access

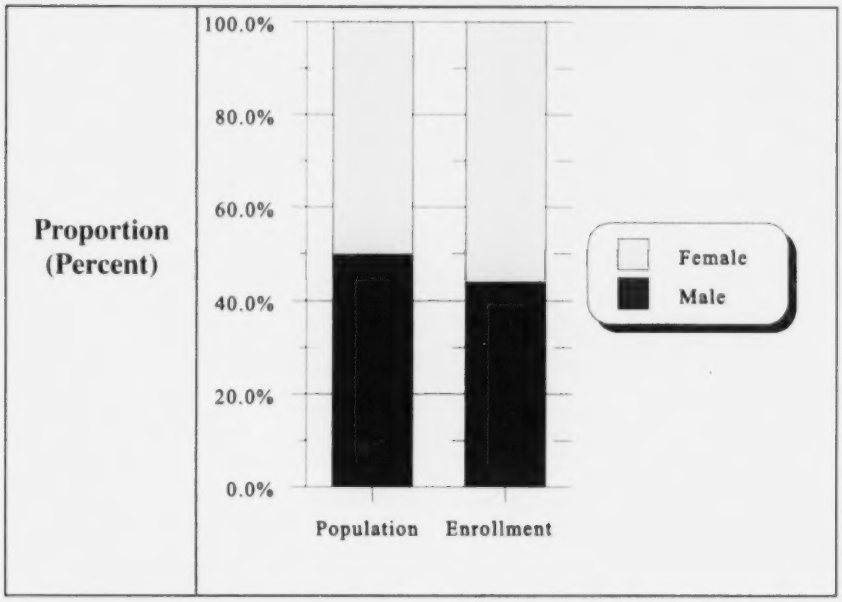
Access refers to a student's opportunity to enter an instructional program in a public institution of higher education. It is expected that the proportions of women, minorities and special populations in public community or technical colleges will reflect the proportions of these groups in the population served by the institutions. The analysis in this section is based in part on data from the 1990 Census. The 18-to-64 age group is used because it is considered to be the target population for community and technical college attendance.

Based on this comparison, females were somewhat over represented in 1994-1995 community and technical college enrollment (56.1% annual headcount compared to 50.2% in the age 18-to-64 population) (Figure 4-1, p. 27). Minority representation reflected the age 18-to-64 population. The headcount enrollment of Blacks was 11.1 percent compared to 11.3 percent in the age 18-to-64 population. For Hispanics, the headcount enrollment was 23.2 percent compared to 23.8 percent in the age 18-to-64 population (Figure 4-2, p. 28).

Specific special populations groups are defined by federal legislation targeted for Perkins Vocational funds. These groups are described as Academically Disadvantaged, Economically Disadvantaged, Limited English Proficient, and (Single Parent or Displaced Homemaker). In 1994-1995, community and technical colleges enrolled students identified as Academically Disadvantaged (Figure 4-3, p. 29) or Limited English Proficient (Figure 4-4, p. 30) in approximately the same proportion as their representation in the age 18-to-64 population in the state. For other groups, community and technical colleges enrolled higher proportions than their representation in the general population. For example, 19.7 percent of the annual enrollment was identified as Economically Disadvantaged, while this group represents 14.8 percent of the age 18-to-64 population in Texas (Figure 4-3, p. 29).

Competitive technical programs are those areas of study that have prerequisites for admission. Programs offering an Associate's Degree in Nursing are the most common such programs at Texas public community and technical colleges. Access into these programs can be analyzed by comparing the proportion of a group in the applicant pool to its proportion of those enrolled. Statewide data indicate that colleges are accepting males and females into competitive programs in approximately the same proportion as they are applying: 72.5 percent of the applicants were females, and 74.0 percent of the accepted students were females (Figure 4-5, p. 31). In terms of ethnicity, Whites comprised 55.9 percent of the applicants and 50.5 percent of those accepted, while 30.0 percent of the applicants and 36.7 percent of those accepted were Hispanics. Blacks made up 10.7 percent of the applicant pool and 8.2 percent of those accepted (Figure 4-6, p. 32). Academically Disadvantaged students applied at a slightly higher rate (31.3%) than at which they were accepted (27.7%), but Economically Disadvantaged students applied and were accepted at approximately the same rate (29.4% and 30.6% respectively) (Figure 4-7, p.33).

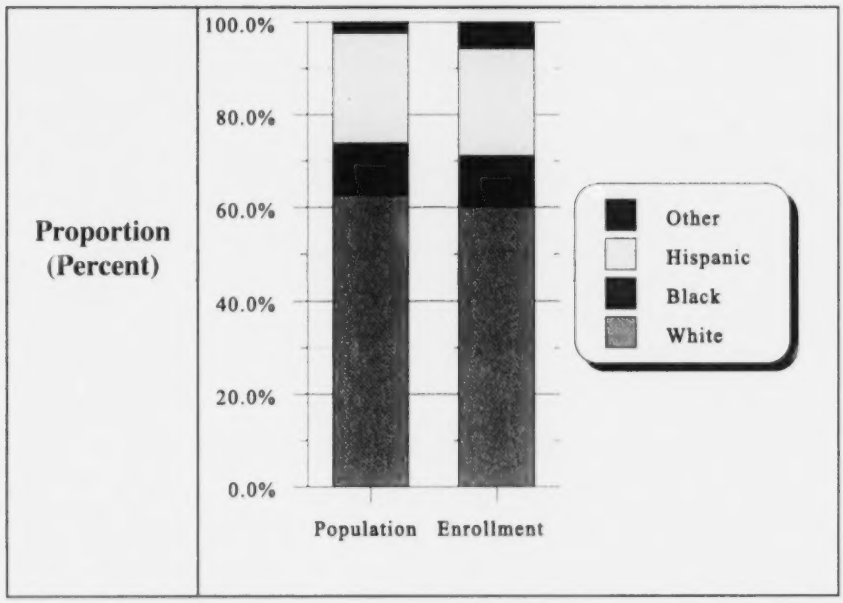
FIGURE 4-1
Enrollment Proportion by Gender
Comparison of Statewide Age 18-to-64 Population and 1994-1995 Annual Headcount Enrollment



	Population	Enrollment
Female	50.2%	56.1%
Male	49.8%	43.9%

Note:	Percent values in each category may not sum to 100% due to rounding.
Source:	CBM001/00A and 1990 U.S. Census

FIGURE 4-2
Enrollment Proportion by Race/Ethnicity
Comparison of Statewide Age 18-to-64 Population and 1994-1995 Annual Headcount Enrollment



	Population	Enrollment
Other	2.3%	5.7%
Hispanic	23.8%	23.2%
Black	11.3%	11.1%
White	62.5%	60.0%

Notes:	(1) Percent values in each category may not sum to 100% due to rounding. (2) Other = Asian, Native American, and International students
Source:	CBM001/00A and 1990 U.S. Census

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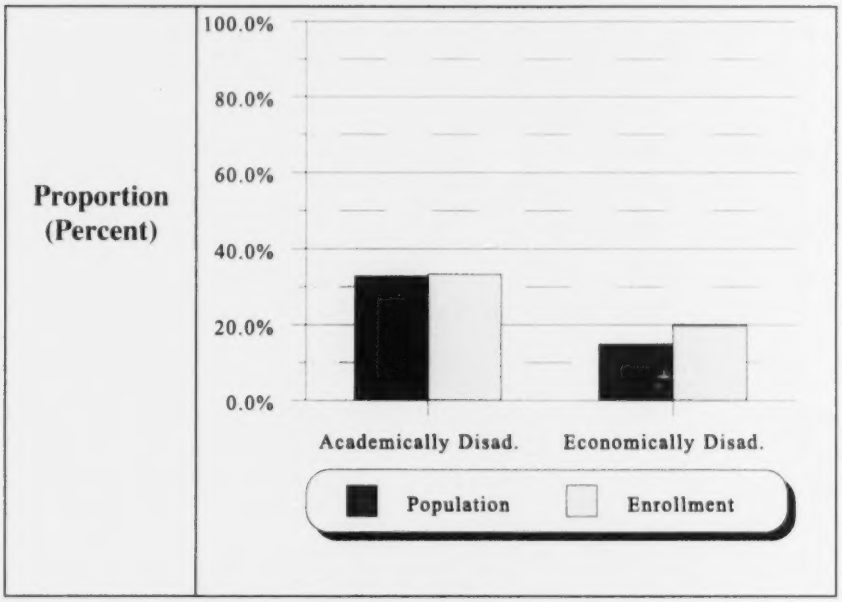
FIGURE 4-3
Proportion of Special Populations Served
Comparison of Statewide Age 18-to-64 Population and 1994-1995 Annual Headcount Enrollment for Academically Disadvantaged and Economically Disadvantaged Students



	Academically Disadvantaged	Economically Disadvantaged
Population	32.8%	14.8%
Enrollment	33.3%	19.7%

Source:	CBM001/00A and 1990 U.S. Census

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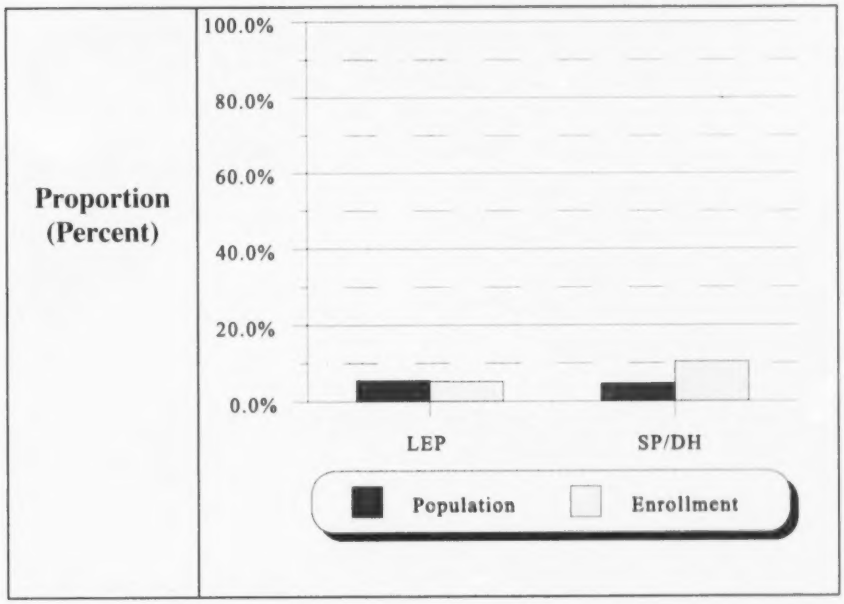
FIGURE 4-4
Proportion of Special Populations Served
Comparison of Statewide Age 18-to-64 Population and 1994-1995 Annual Headcount Enrollment for Limited English Proficient and (Single Parent or Displaced Homemaker) Students



	Limited English Proficient (LEP)	Single Parent or Displaced Homemaker (SP/DH)
Population	5.5%	4.6%
Enrollment	5.2%	10.4%

Source:	CBM001/00A and 1990 U.S. Census

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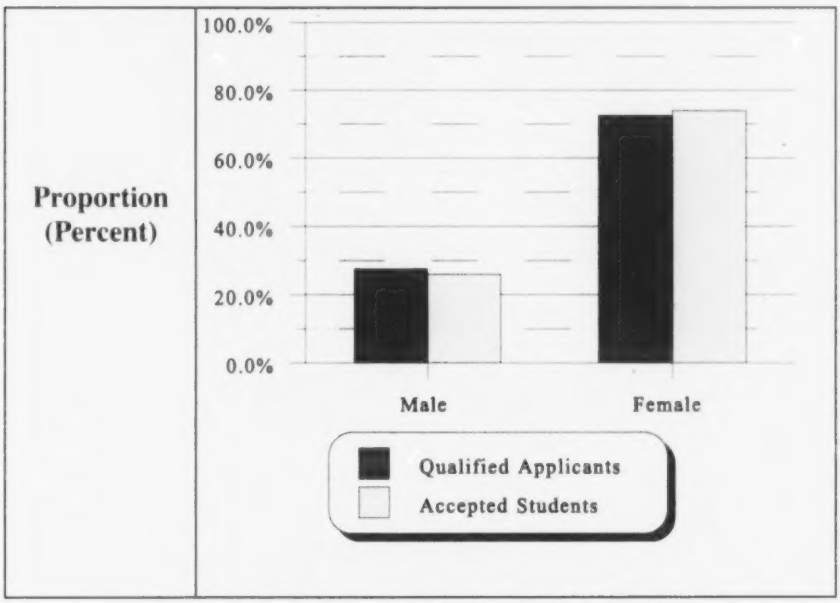
FIGURE 4-5
Competitive Technical Programs
Qualified Applicants versus Accepted Students
Gender Representation (Fall 1993)



	Male	Female
Qualified Applicants	27.5%	72.5%
Accepted Students	26.0%	74.0%

Source:	Annual Institutional Self-Evaluation reported to the Community and Technical Colleges Division

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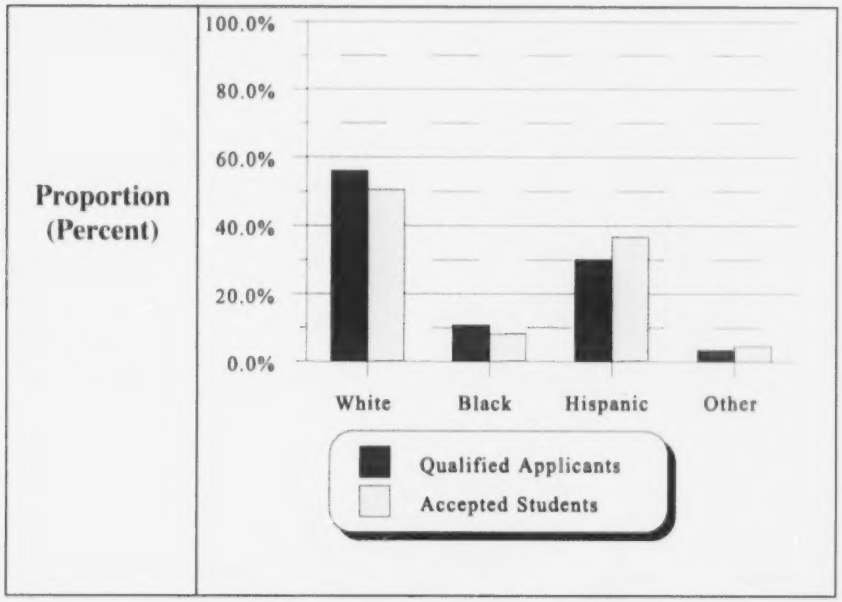
FIGURE 4-6
Competitive Technical Programs
Qualified Applicants versus Accepted Students
Race/Ethnic Representation (Fall 1993)



	White	Black	Hispanic	Other
Qualified Applicants	55.9%	10.7%	30.0%	3.3%
Accepted Students	50.5%	8.2%	36.7%	4.6%

Note:	Other = Asian, Native American, and International students
Source:	Annual Institutional Self-Evaluation reported to the Community and Technical Colleges Division

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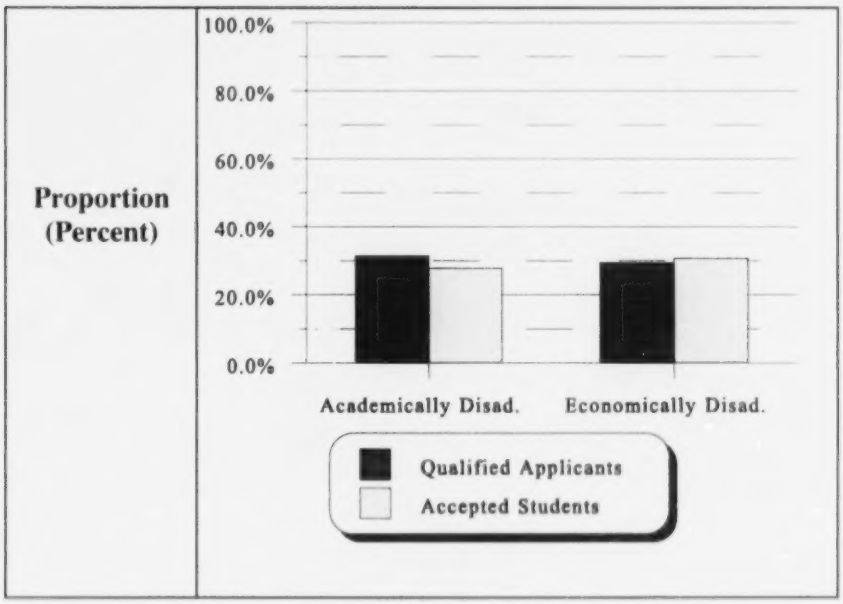
FIGURE 4-7
Competitive Technical Programs
Qualified Applicants versus Accepted Students Academically Disadvantaged and Economically Disadvantaged Students (Fall 1993)



	Academically Disadvantaged	Economically Disadvantaged
Qualified Applicants	31.3%	29.4%
Accepted Students	27.7%	30.6%

Source:	Annual Institutional Self-Evaluation reported to the Community and Technical Colleges Division

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Persistence

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Persistence

Student persistence is an important factor in determining the effectiveness of higher education. Persistence patterns in community and technical colleges demonstrate a high degree of volatility. Some students enroll in order to complete only a few courses, while others may continue at the same institution or transfer to another institution. Only state-funded public institutions report student-level data to the Coordinating Board. As a result, student tracking is limited to only those students attending public institutions in Texas. Thus, students who transfer to private or out-of-state colleges or universities are not part of these data.

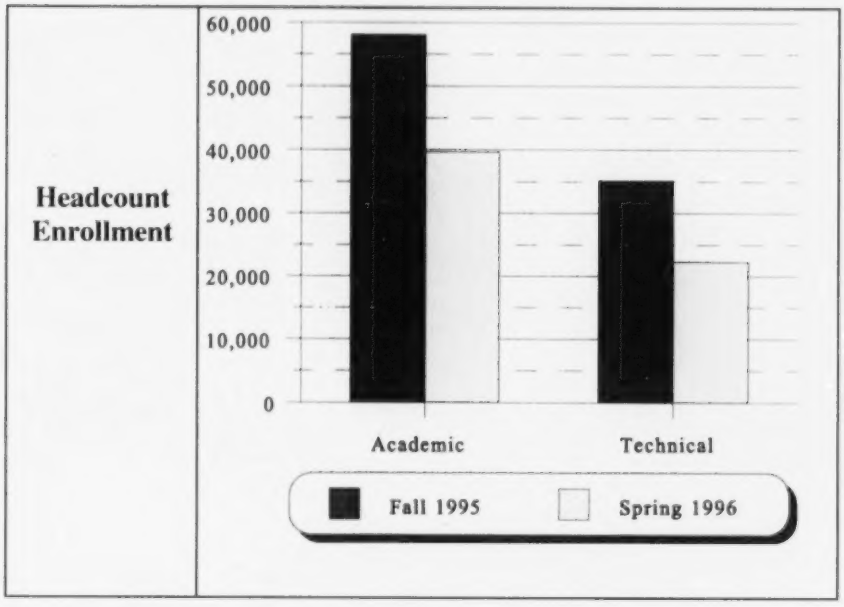
One method of determining persistence is to compare fall enrollment to the subsequent spring enrollment. In Texas, 66.5 percent of the First-Time-in-College students who attended a community or technical college during the fall 1995 re-enrolled the next spring. The fall-to-spring persistence rate for students in academic majors (68.3%) was somewhat higher than that for those in technical majors (63.6%) (Figure 5-2, p. 38; see raw data in Figure 5-1, p. 37). The rate for females (68.2%) was also somewhat higher than that of males (64.6%) (Figure 5-3, p. 39). The rate of persistence for Blacks (62.0%) was lower than for Whites (65.5%) and Hispanics (69.6%) (Figure 5-4, p. 40). Full-time students were more likely to persist than part-time students. The persistence rate for full-time students was 76.8 percent while the rate for part-time students taking fewer than six semester credit hours was 47.7 percent (Figure 5-5, p. 41). The persistence rate for students enrolled in remedial courses during their first term was somewhat higher than for those not enrolled in remedial courses (68.7% compared to 64.7%) (Figure 5-6, p. 42).

The longitudinal Six-Year Student Tracking Analysis provides information on full-time First-Time-in-College students. Of the 38,551 students in the fall 1989 cohort, 15.7 percent had received associate's degrees by the 1994-1995 academic year (Figure 5-7, p. 43). Another 2,225 (7.2%) had received certificates (Figure 5-8, p. 44). Of those not receiving an associate's degree by summer 1995, 3,341 (8.7%) were still enrolled in public community or technical colleges, and 9,166 (23.8%) had transferred to public four-year institutions (Figure 5-7, p. 43). Of the total cohort, 11,681 (30.3%) had attended public four-year institutions, and 4,688 (12.2%) had received bachelor's degrees by summer 1995 (Figure 5-7, p. 43).

The persistence patterns of students who declare academic majors are different from those who declare technical majors. For example, of those receiving associate's degrees, 18.7 percent of the technical majors (4.4% of the technical cohort) transferred to a public four-year institution (Figure 5-9, p. 45), while 60.0 percent of those with academic majors (7.9% of the academic cohort) transferred (Figure 5-10, p. 46). Further, of those not receiving a degree or certificate and not continuing in a public community or technical college, 11.0 percent (6.1% of the technical cohort) of technical majors transferred (Figure 5-9, p. 45), compared to 36.5 percent (26.5% of the academic cohort) of academic majors (Figure 5-10, p.46).

The fall-to-fall retention of students is a comparison of the total enrollment in a specific fall semester compared to the total enrollment the following fall. This includes all students, not just First-Time-in-College students. It does not account for students who have received degrees or certificates during the year. The figures indicate that nearly 39.1 percent of all students enrolled during the fall 1994 were enrolled at the same institution in fall 1995 (Figure 5-11, p. 47).

FIGURE 5-1
Fall-to-Spring Retention by Type of Major (Headcount)
First-Time-in-College Students
Fall 1995 to Spring 1996



	Fall 1995	Spring 1996
Academic	58,018	39,652
Technical	35,076	22,291

Source:	CBM001/00A

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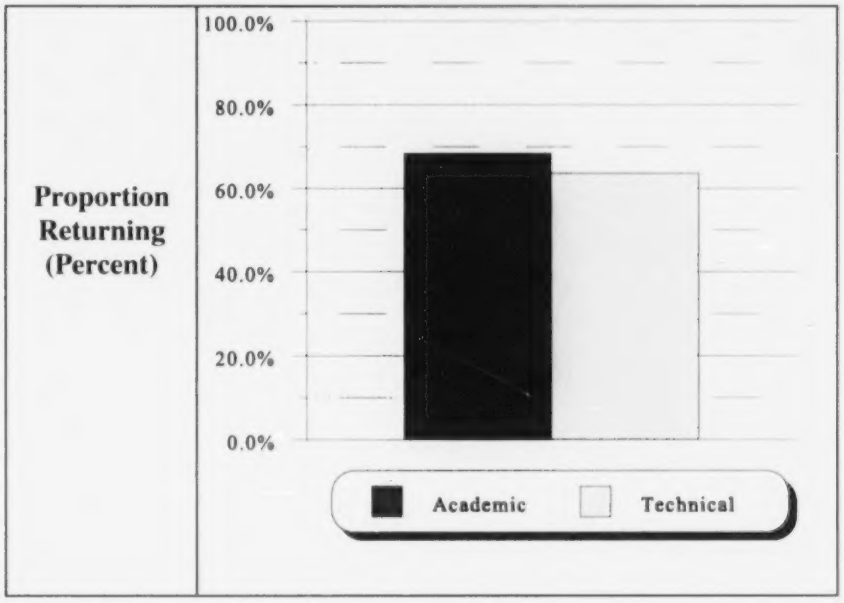
FIGURE 5-2
Fall-to-Spring Proportion Retained by Type of Major
First-Time-in-College Students
Fall 1995 to Spring 1996



	Academic	Technical
Proportion Returning	68.3%	63.6%

Source:	CBM001/00A

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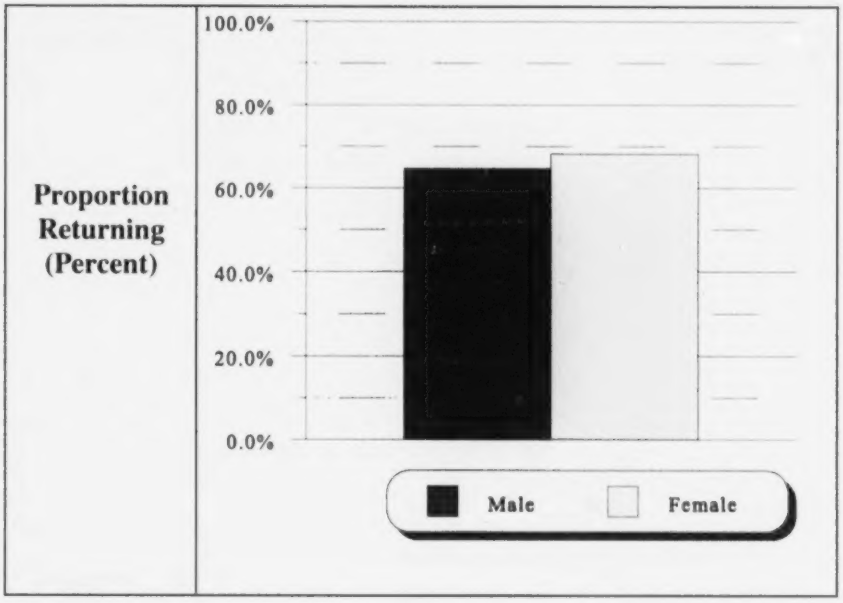
FIGURE 5-3
Fall-to-Spring Proportion Retained by Gender
First-Time-in-College Students
Fall 1995 to Spring 1996



	Male	Female
Proportion Returning	64.6%	68.2%

Source:	CBM001/00A

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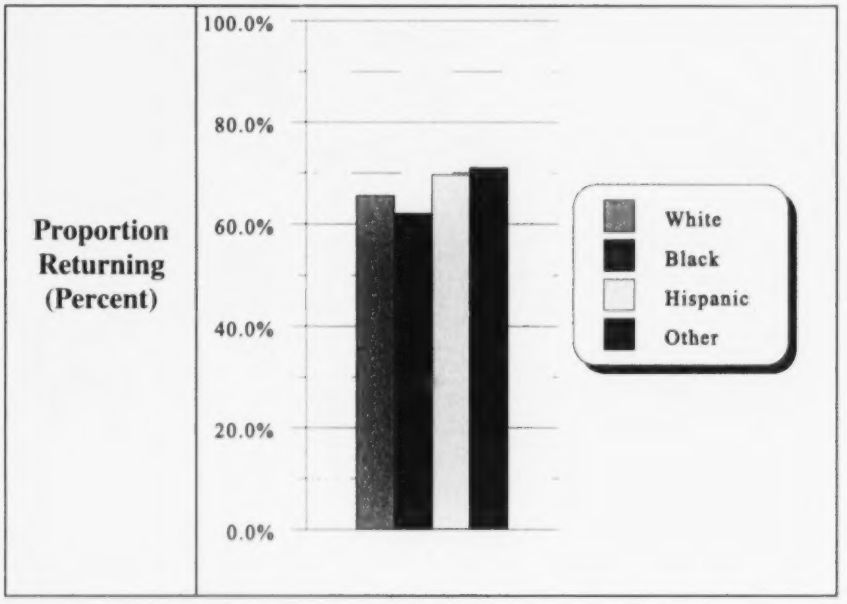
FIGURE 5-4
Fall-to-Spring Proportion Retained by Race/Ethnicity
First-Time-in-College Students
Fall 1995 to Spring 1996



	White	Black	Hispanic	Other
Proportion Returning	65.5%	62.0%	69.6%	71.0%

Note:	Other = Asian, Native American, and International students
Source:	CBM001/00A

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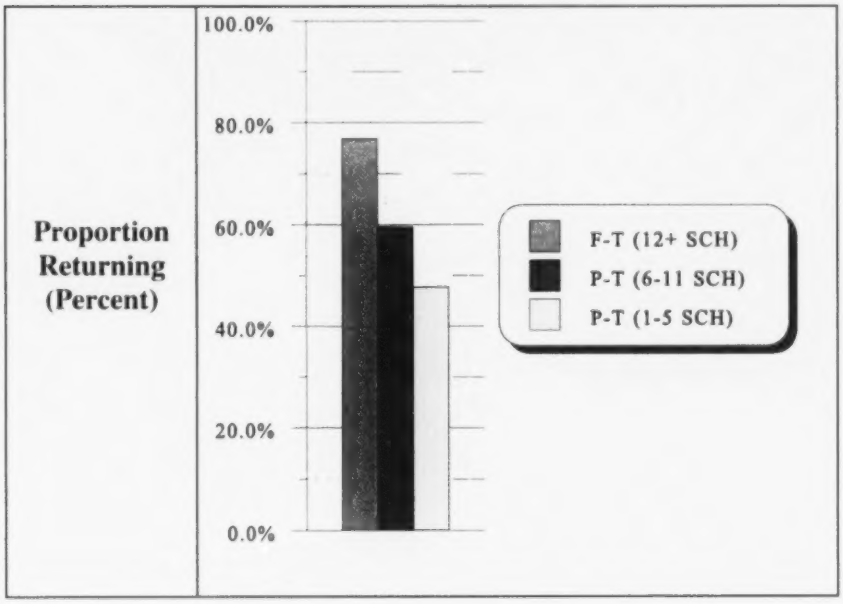
FIGURE 5-5
Fall-to-Spring Proportion Retained by Full/Part-Time Status
First-Time-in-College Students
Fall 1995 to Spring 1996



	Full-Time (12+ SCH)	Part-Time (6-11 SCH)	Part-Time (1-5 SCH)
Proportion Returning	76.8%	59.6%	47.7%

Note:	SCH = semester credit hours
Source:	CBM001/00A

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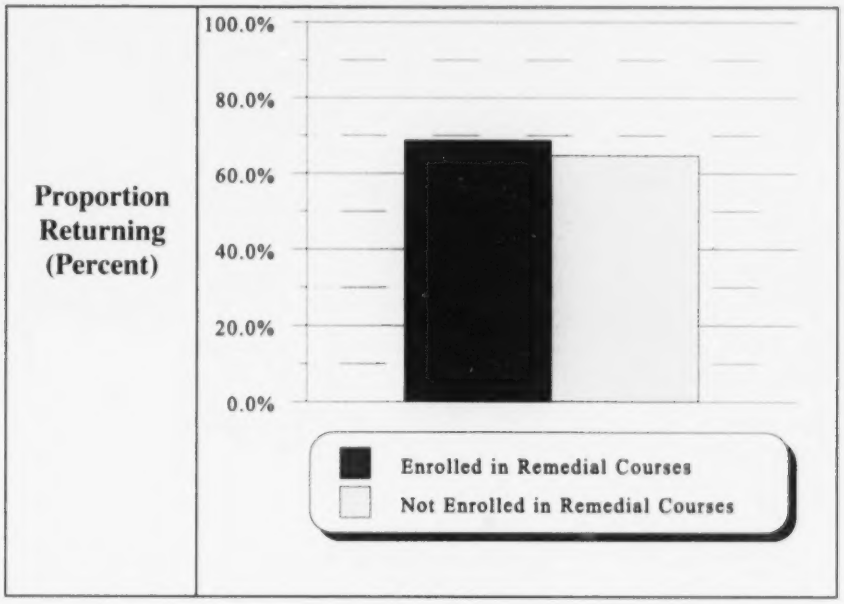
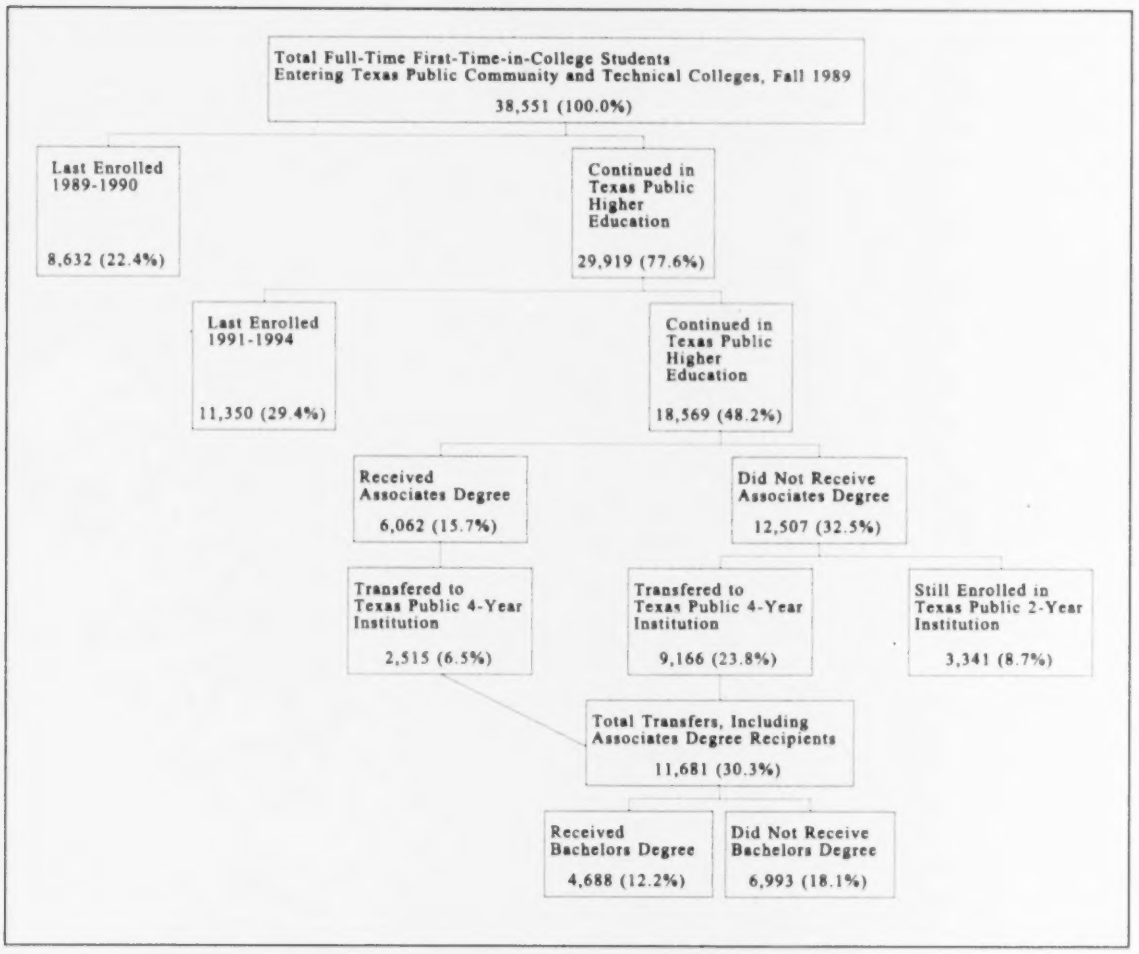
FIGURE 5-6
Fall-to-Spring Proportion Retained by Remedial Course Enrollment
First-Time-in-College Students
Fall 1995 to Spring 1996



	Enrolled in Remedial Courses	Not Enrolled in Remedial Courses
Proportion Returning	68.7%	64.7%

Source:	CBM001/00A

FIGURE 5-7
Six-Year Student Tracking Analysis
Fall 1989 Cohort Tracked through Summer 1995
Longitudinal Summary



Source:	CBM001 and CBM009

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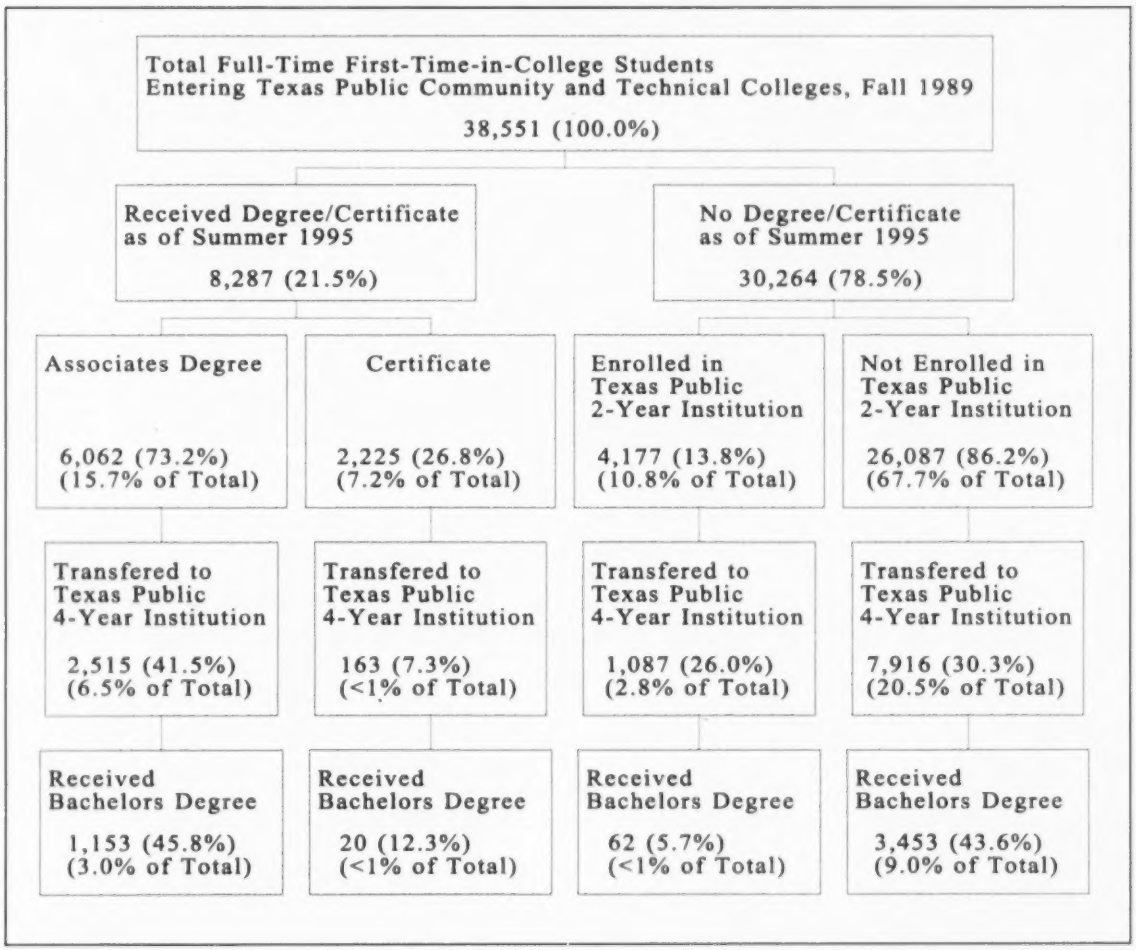
FIGURE 5-8
Six-Year Student Tracking Analysis
Fall 1989 First-Time-in-College Cohort
Summary as of 1994-1995 Academic Year

All Students
(Includes Academic, Technical and Undeclared Majors)



Source:	CBM001 and CBM009

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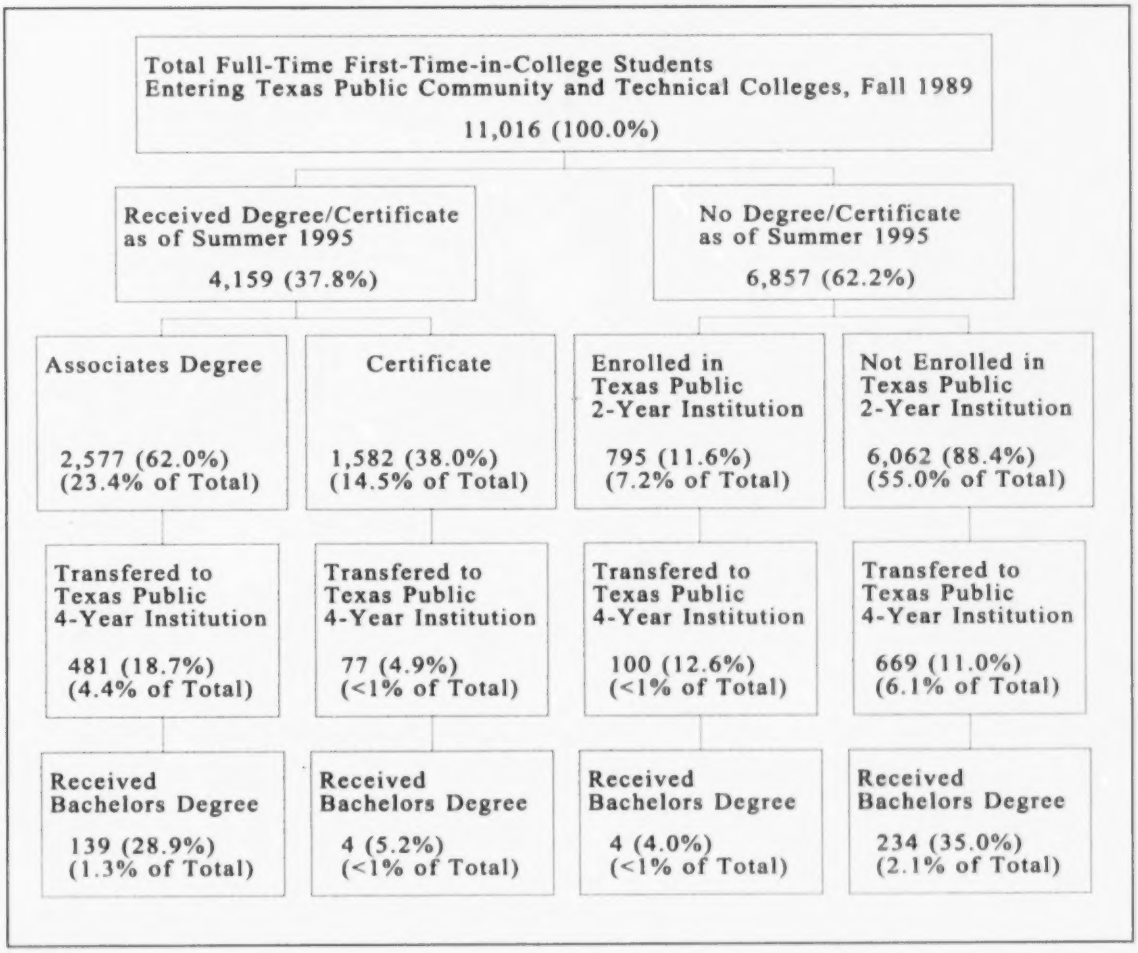
FIGURE 5-9
Six-Year Student Tracking Analysis
Fall 1989 First-Time-in-College Cohort
Summary as of 1994-1995 Academic Year

Technical Majors
(Includes Technical and Tech-Prep Majors)



Source:	CBM001 and CBM009

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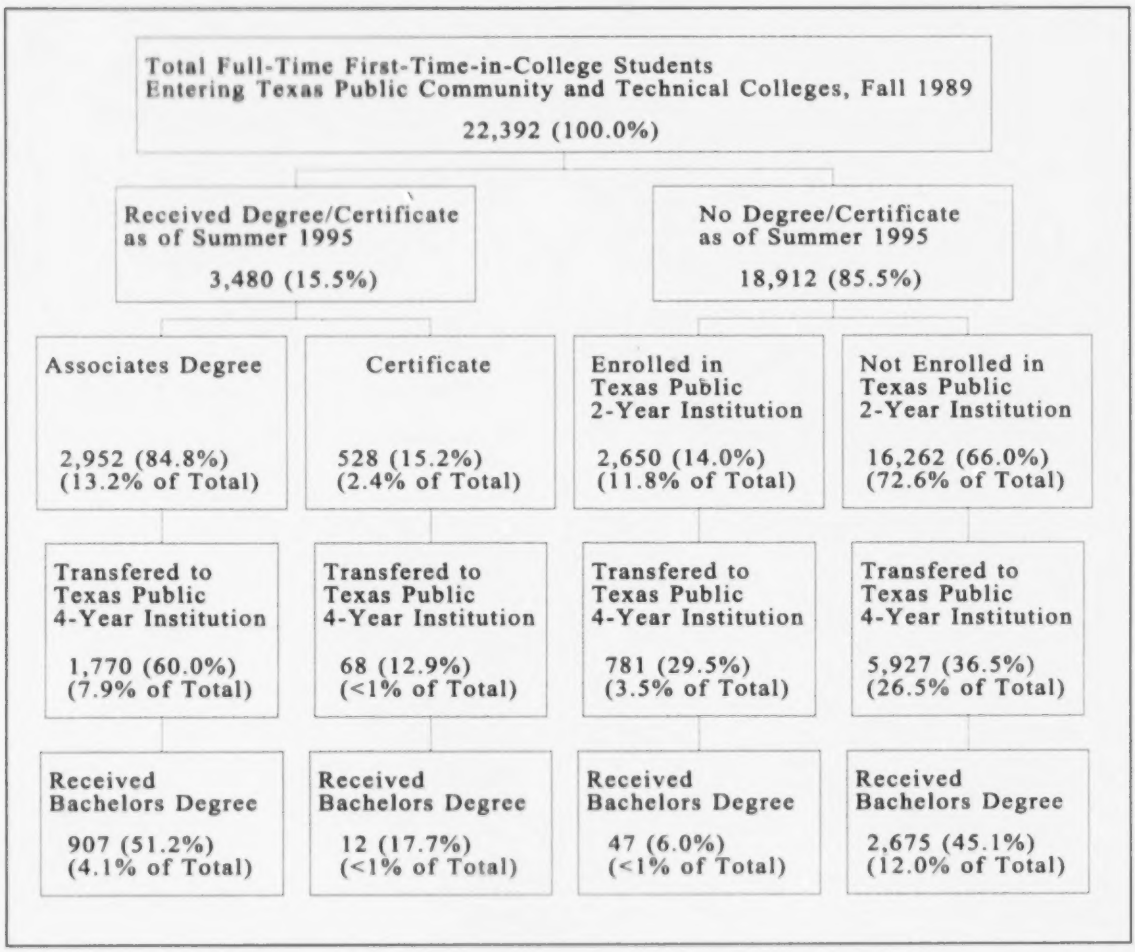
FIGURE 5-10
Six-Year Student Tracking Analysis
Fall 1989 First-Time-in-College Cohort
Summary as of 1994-1995 Academic Year

Academic Majors



Source:	CBM001 and CBM009

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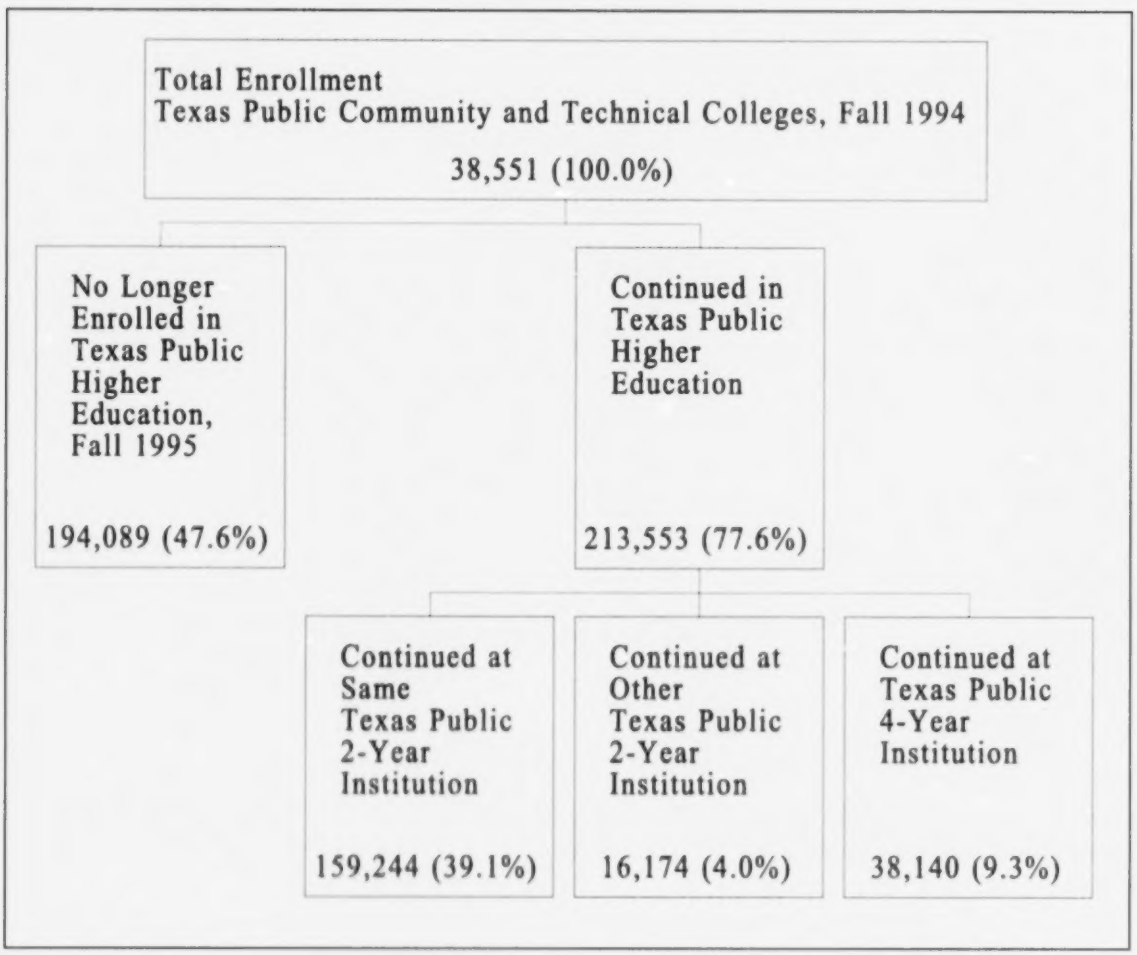
FIGURE 5-11
Fall-to-Fall Retention Summary
All Enrolled Students
Fall 1994 to Fall 1995


Total Enrollment
Texas Public Community and Technical Colleges, Fall 1994
38,551 (100.0%)
No Longer Enrolled in Texas Public Higher Education, Fall 1995
194,089 (47.6%)
Continued in Texas Public Higher Education
213,553 (77.6%)
Continued at Same Texas Public 2-Year Institution
159,244 (39.1%)
Continued at Other Texas Public 2-Year Institution
16,174 (4.0%)
Continued at Texas Public 4-Year Institution
38,140 (9.3%)

Source:	CBM001 and CBM009

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Remediation

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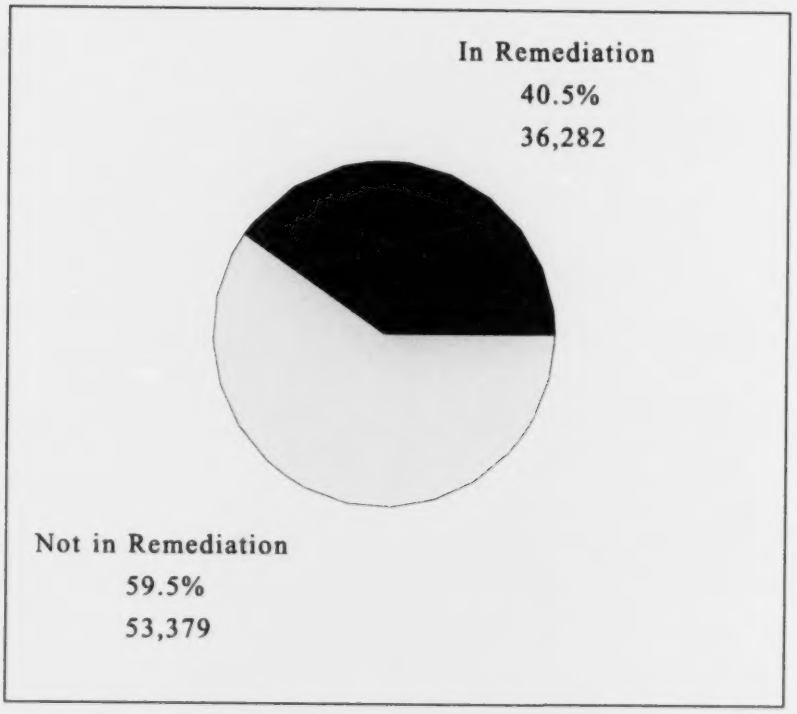
Remediation

Community and technical colleges play a major role in assuring that students have the academic skills necessary to take college-level courses. In fall 1994, 36,282 (40.5%) of the First-Time-in-College students attending a public community or technical college enrolled in one or more remedial courses (Figure 6-1, p. 50). Those declaring academic majors had a slightly higher rate of remedial course enrollment than those declaring technical majors (42.5% compared to 37.3%) (Figure 6-2, p. 51; see raw data in Figure 6-3, p. 52 and Figure 6-4, p. 53). Males and females enrolled in remedial courses in approximately the same proportions: 39.1 percent for males and 41.7 percent for females (Figure 6-5, p. 54). By race or ethnicity, 33.9 percent of White students enrolled in remedial courses, compared to 49.3 percent of Blacks and 48.8 percent of Hispanics (Figure 6-6, p. 55). Full-time (48.8%) and part-time (51.2%) students received remediation in approximately equal proportions (Figure 6-7, p. 56).

FIGURE 6-1
Remediation of All First-Time-in-College Students
First-Time-in-College Students (Fall 1994)



Note:	Total = 89,661
Source:	CBM001/00A and CBM002

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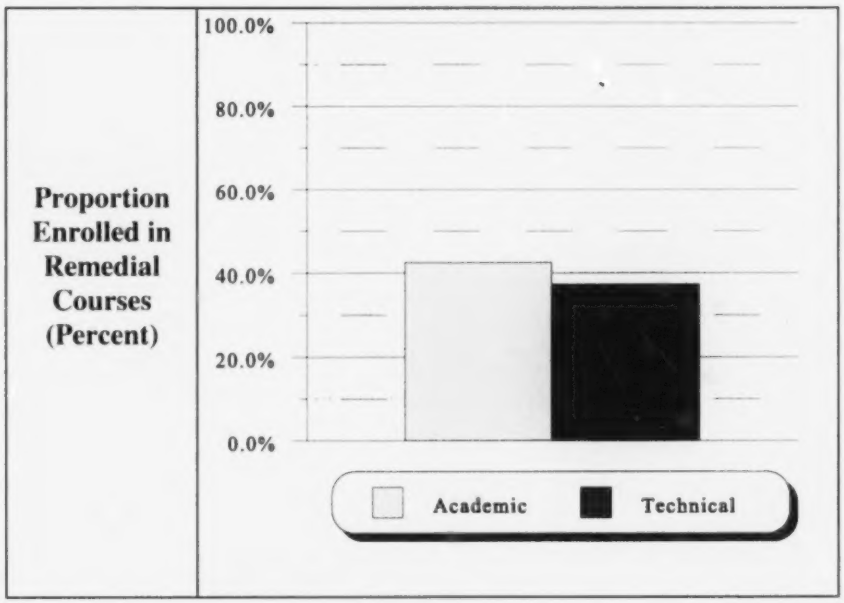
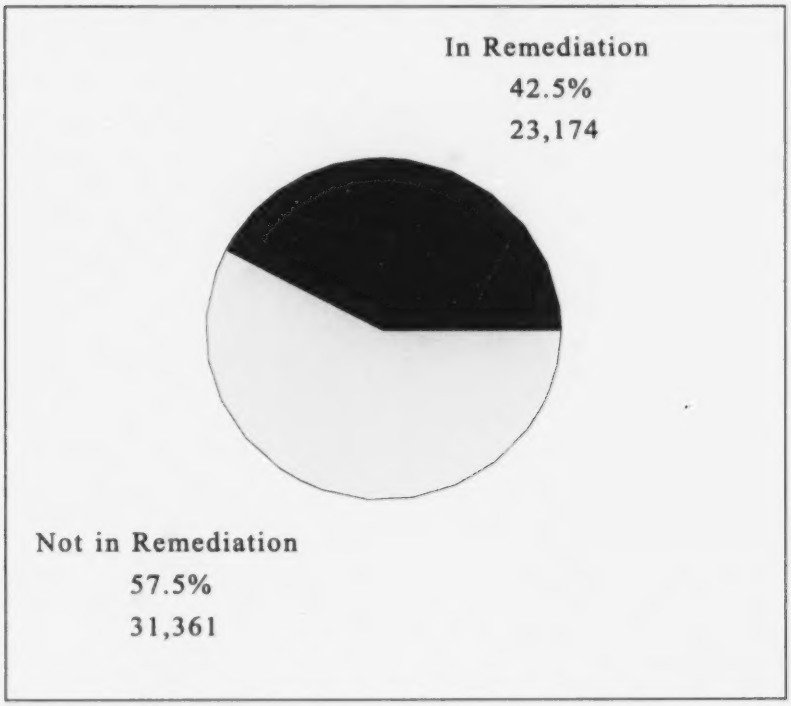
FIGURE 6-2
Remediation by Type of Major
First-Time-in-College Students (Fall 1994)



	Academic	Technical
Proportion Enrolled in Remedial Courses	42.5%	37.3%

Source:	CBM001/00A

FIGURE 6-3
Remediation of Academic Majors
First-Time-in-College Students (Fall 1994)



Note:	Total = 54,535
Source:	CBM001/00A and CBM002

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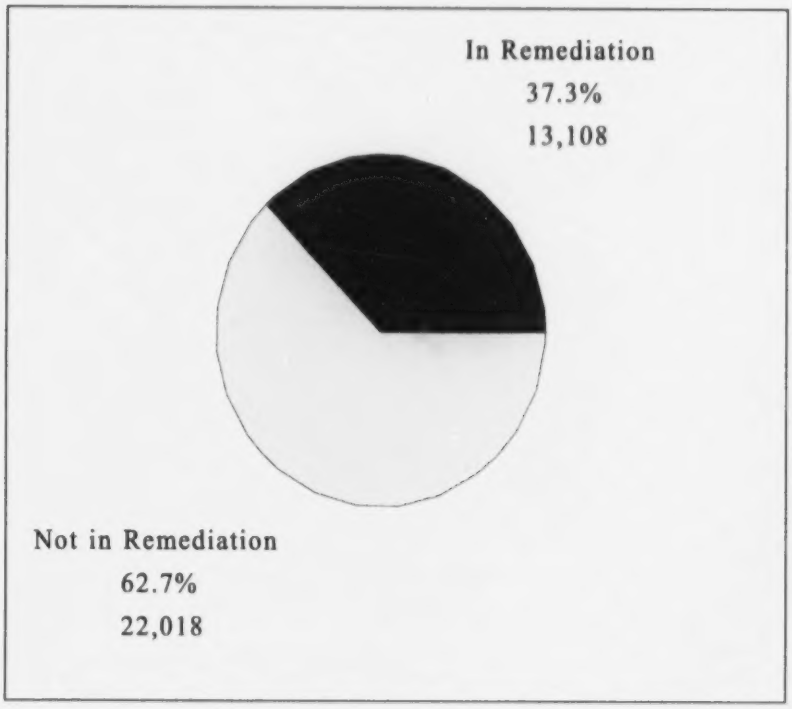
FIGURE 6-4
Remediation of Technical Majors
First-Time-in-College Students (Fall 1994)



Note:	Total = 35,126
Source:	CBM001/00A and CBM002

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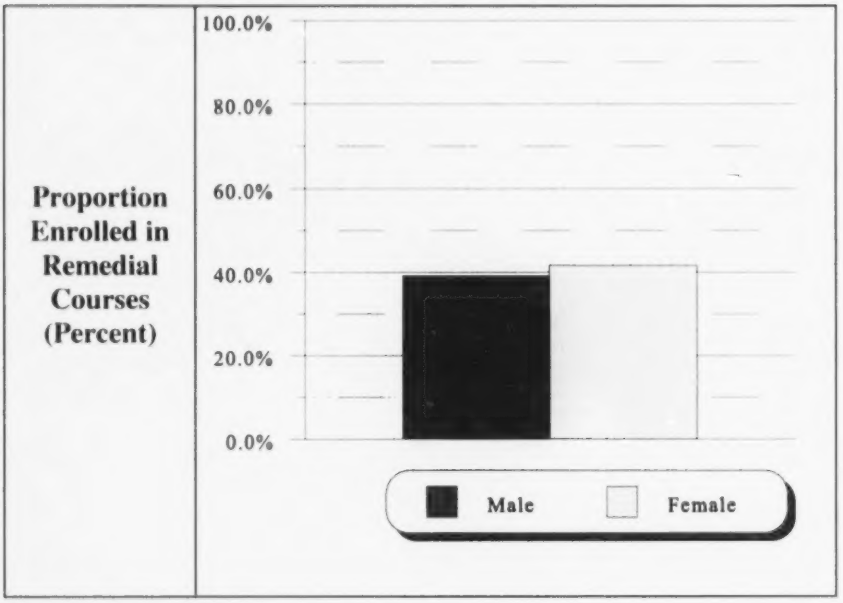
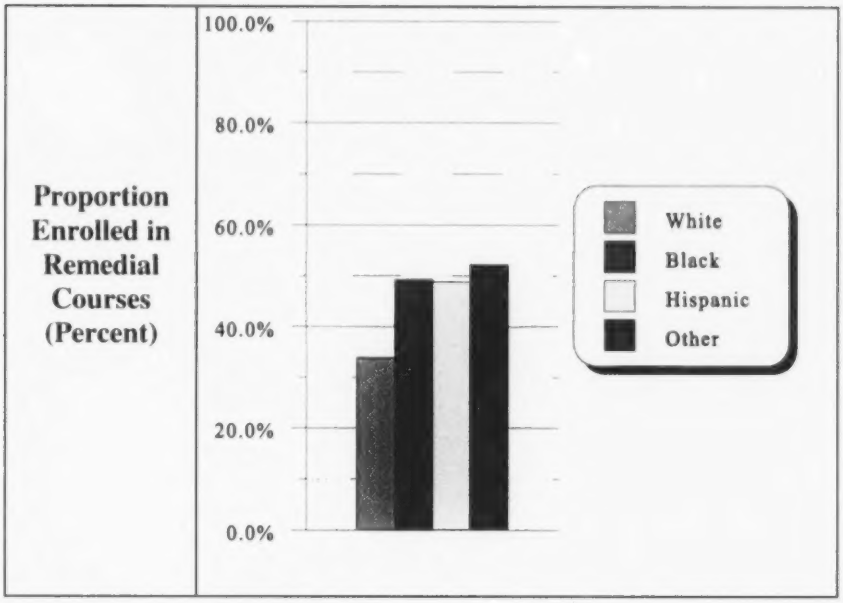
FIGURE 6-5
Remediation by Gender
First-Time-in-College Students (Fall 1994)



	Male	Female
Proportion Enrolled in Remedial Courses	39.1%	41.7%

Source:	CBM001/00A

FIGURE 6-6
Remediation by Race/Ethnicity
First-Time-in-College Students (Fall 1994)



	White	Black	Hispanic	Other
Proportion Enrolled in Remedial Courses	33.9%	49.3%	48.8%	52.2%

Note:	Other = Asian, Native American, and International students
Source:	CBM001/00A

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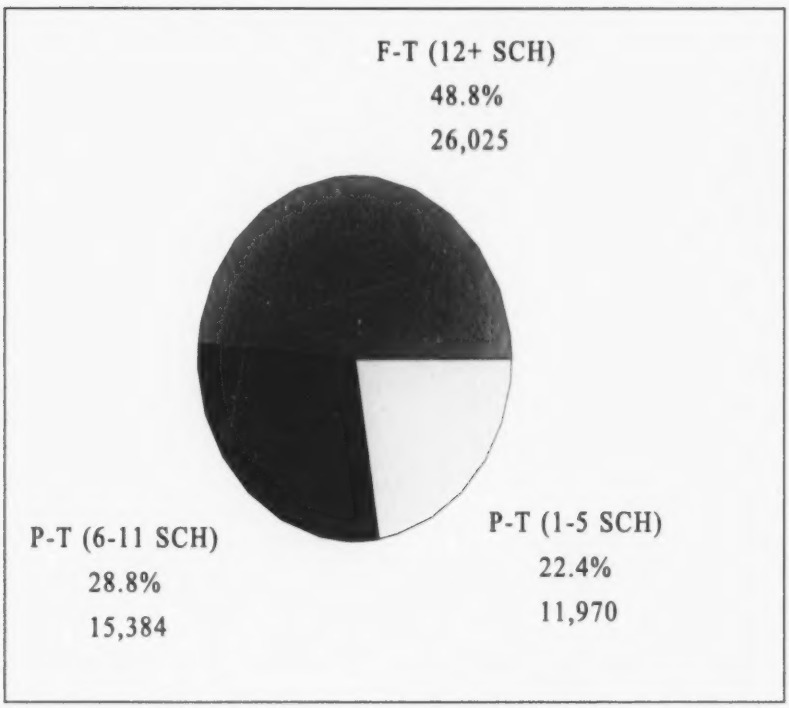
FIGURE 6-7
Remediation by Full/Part-Time Status
First-Time-in-College Students (Fall 1994)



Notes:	(1) Total = 53,379 (2) Includes students in regular and block format programs. (3) F-T = full-time (4) P-T = part-time (5) SCH = semester credit hours
Source:	CBM001/00A and CBM002

Graduates

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Graduates

Community and technical colleges award both certificates and associate's degrees. Data on graduation are reported once each academic year and include awards made from the previous fall term through the most recent summer term.

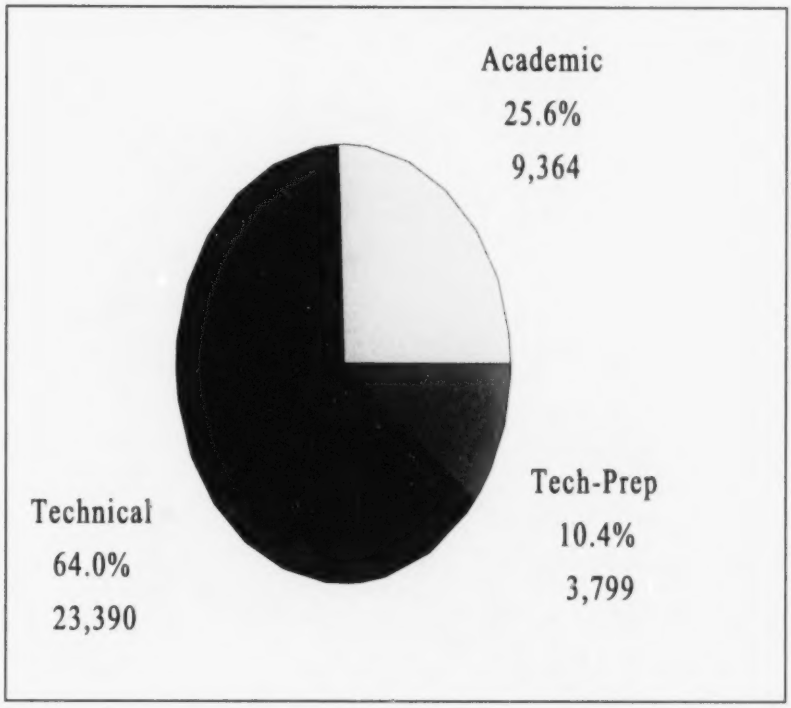
During the 1994-1995 reporting year, 36,553 degrees and certificates were awarded by public community and technical colleges. Of these, 22,173 were certificates and 14,380 were associate's degrees (Figure 7-3, p. 61).

For technical and Tech-Prep programs, which are designed to prepare recipients to go directly into the work force, 27,189 awards were made (Figure 7-1, p. 59). These represents 74.4 percent of all awards. Of these, 12,921 were Associate of Applied Science degrees. More than half (14,268) of the awards in technical programs were certificates (Figure 7-3, p. 61).

Associate of Arts and Associate of Science degrees, which are designed for transfer to four-year institutions, comprised 9,364 (25.6%) of all awards (Figure 7-1, p. 59). It is interesting to note that while 57.5 percent of the annual headcount enrollment had declared academic majors, only 25.6 percent of all awards were in academic areas. Certificates comprised less than 1 percent of the awards in academic (transfer) areas (Figure 7-3, p. 61).

The gender and ethnicity of those receiving awards reflect the demographics of those enrolled. Females comprised 56.1 percent of the headcount enrollment (Figure 1-2, p. 4) and 57.2 percent of the award recipients (Figure 7-2, p. 60; see raw data in Figure 7-4, p. 62). Whites comprised 60.0 percent of the annual headcount enrollment and 65.0 percent of the award recipients. For Blacks, these percentages were 11.1 percent and 11.2 percent respectively. The proportion of Hispanic degree recipients (20.0%) was somewhat less than that of Hispanics in the annual headcount enrollment (23.2%) (Figure 1-3, p. 5 and Figure 7-5, p. 63 or Figure 7-6, p. 64).

FIGURE 7-1
Graduates by Program Type
Academic Year 1994-1995



Note:	Total = 36,553
Source:	CBM009

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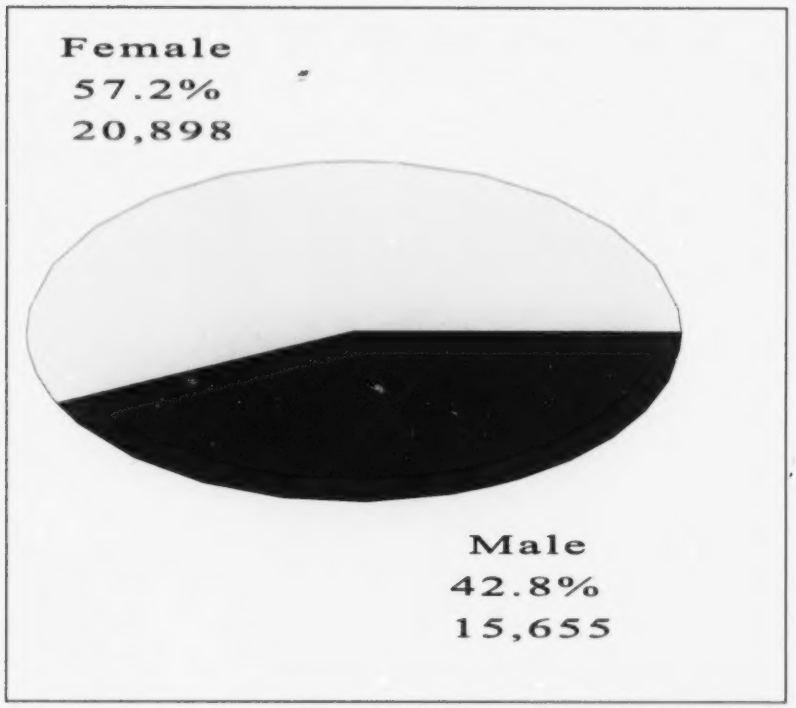
FIGURE 7-2
Graduates by Gender
Academic Year 1994-1995



Notes:	Total = 36,553
Source:	CBM009

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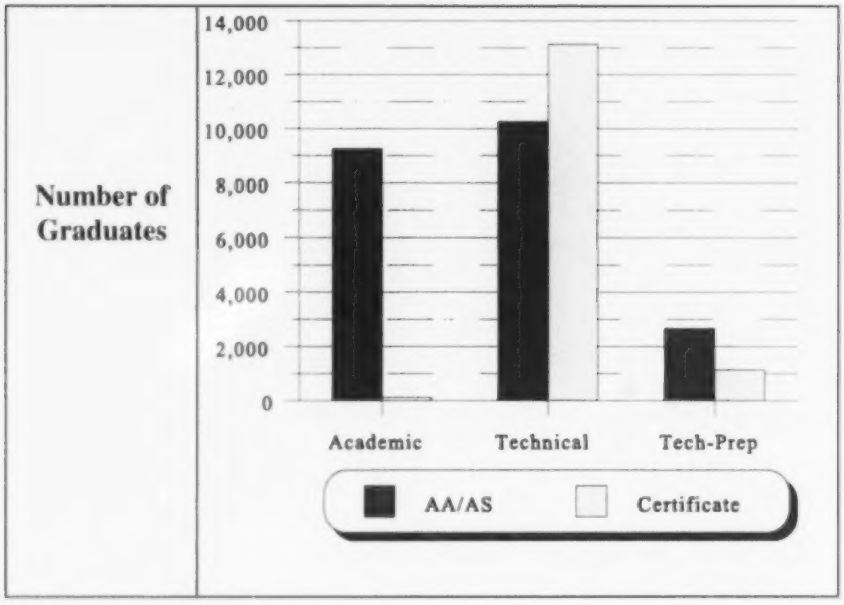
FIGURE 7-3
Graduates by Program Type and Level
Academic Year 1994-1995



	Academic	Technical	Tech-Prep
Associate's Degree	9,252	10,255	2,666
Certificate	112	13,135	1,133

Note:	Includes students in regular classes and block format programs.
Source:	CBM009

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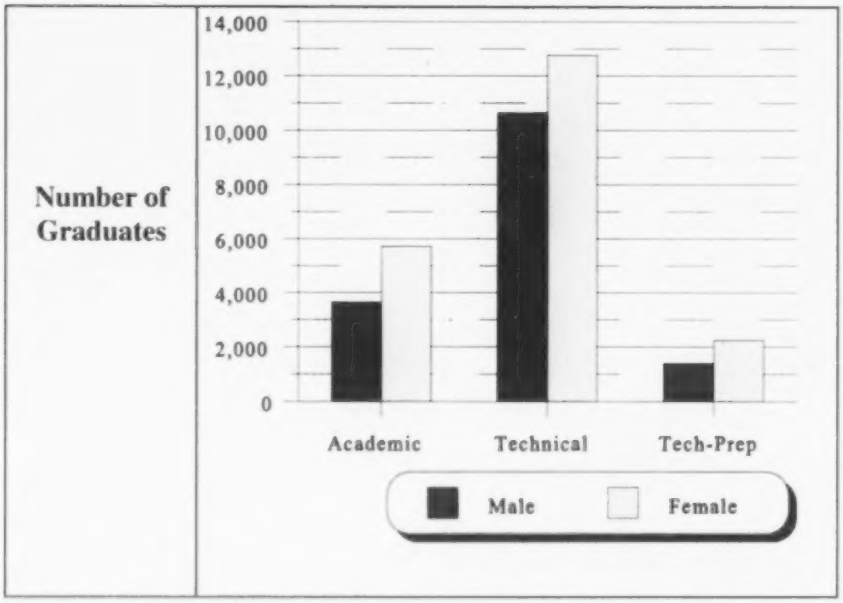
FIGURE 7-4
Graduates by Program Type and Gender
Academic Year 1994-1995



	Academic	Technical	Tech-Prep
Male	3,638	10,638	1,379
Female	5,726	12,752	2,240

Note:	Includes students in regular classes and block format programs.
Source:	CBM009

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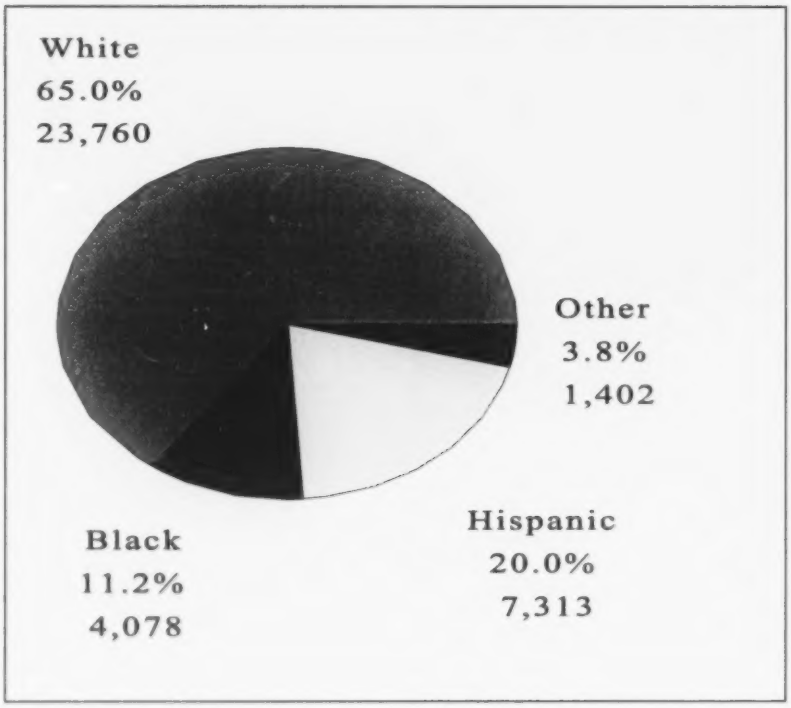
FIGURE 7-5
Graduates by Race/Ethnicity
Academic Year 1994-1995



Notes:	(1) Total = 36,553 (2) Other = Asian, Native American, and International students
Source:	CBM009

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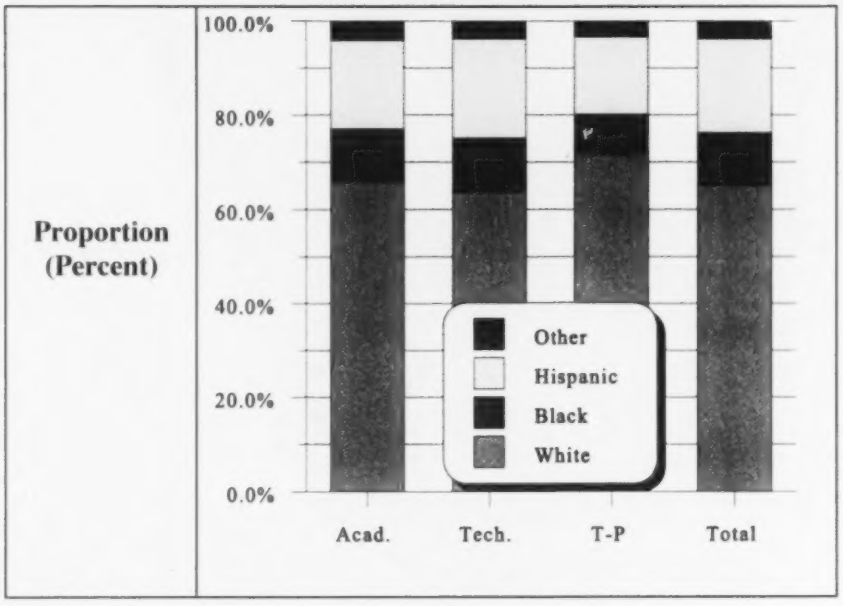
FIGURE 7-6
Proportion of Graduates by Program Type and Race/Ethnicity
Academic Year 1994-1995



	Academic	Technical	Tech-Prep	Total
Other	4.2%	3.7%	3.4%	3.8%
Hispanic	18.8%	21.1%	16.5%	20.0%
Black	11.2%	11.5%	8.7%	11.2%
White	65.8%	63.6%	71.4%	65.0%

Notes:	(1) Percent values in each category may not sum to 100% due to rounding. (2) Other = Asian, Native American, and International students
Source:	CBM009

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Outcomes

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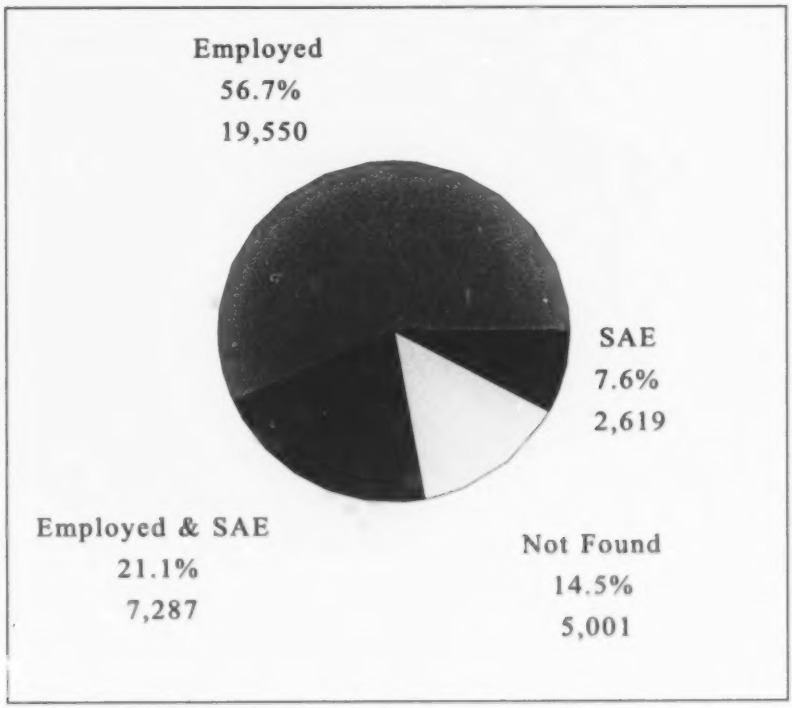
Outcomes

Key outcome measures for community and technical college students include work force participation and transfer to other colleges and universities. The process used to collect this data is the Coordinating Board's Automated Student and Adult Learner Follow-up System (ASALFS), which tracks students who transfer to Texas public colleges and universities or who obtain in-state employment that is covered by the Texas Workforce Commission Unemployment Insurance Quarterly Reports. Typically, more than 85 percent of the students are located through the data-matching process. This process does not locate students who move out-of-state, transfer to private colleges or universities, are self-employed, or are employed in a variety of federal, military, or civil service areas. Even so, valuable information is provided.

Data collected on graduates (associate's degree and certificate recipients) and non-returning students (those who enrolled in the fall but have not received an award and are not enrolled at the same college in the following fall) indicate that most are employed. Of the 1994-1995 graduates, 77.9 percent were located in the employment database (Figure 8-1, p. 67). Of non-returning students enrolled in fall 1994, 76.5 percent were located in that database (Figure 8-4, p. 70). Transfer data indicate that 28.8 percent of graduates and 26.7 percent of non-returning students continued to attend Texas public colleges or universities (Figure 8-5, p. 71).

As would be expected, employment and education patterns differ by the type of programs students take. For example, in the 1994-1995 cohort, 16.2 percent of those with degrees in academic programs transferred to other colleges but were not located in the employment database directly after receiving their degrees (Figure 8-3, p. 69). For technical degree recipients, 4.5 percent transferred to other colleges and were not located in the employment database directly after receiving their degrees (Figure 8-2, p. 68). For students who did not transfer, 66.2 percent of the technical degree recipients were located in the employment database compared to 30.3 percent of the academic degree recipients (Figure 8-2, p. 68 and Figure 8-3, p. 69).

FIGURE 8-1
Status of Graduates
Academic Year 1994-1995



Notes:	(1) Total = 34,457 (2) SAE = Seeking Additional Education (3) "Not Found" includes graduates who are self-employed, incarcerated, active duty military, employed in federal civil service, employed outside of Texas, or unemployed. "Not Found" also includes continuing students who have transferred to a private/independent institution in Texas or any institution outside of Texas.
Source:	Automated Student Adult Learner Follow-up System (ASALFS) data

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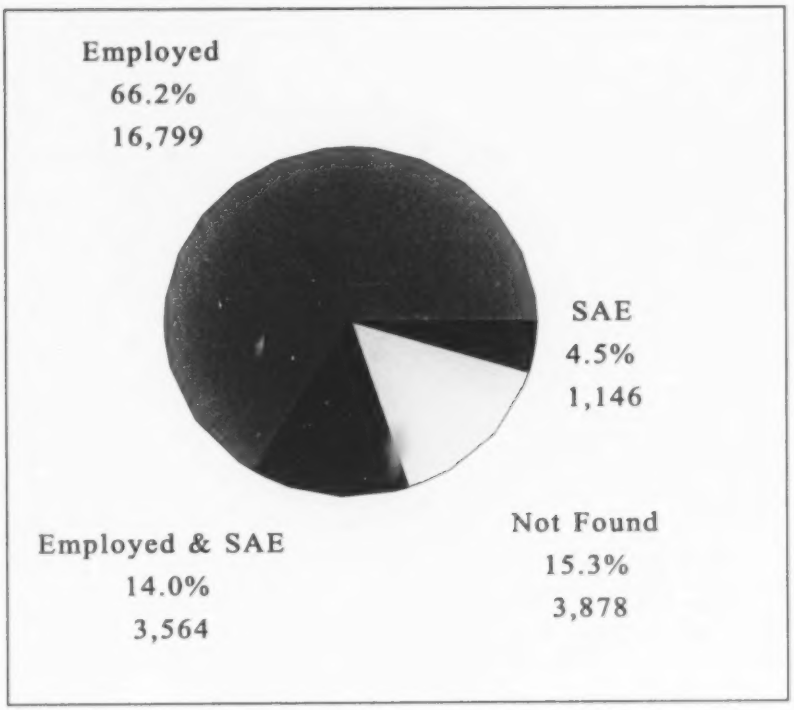
FIGURE 8-2
Status of Technical Program Graduates
Academic Year 1994-1995



Notes:	(1) Total = 25,387 (2) SAE = Seeking Additional Education (3) "Not Found" includes graduates who are self-employed, incarcerated, active duty military, employed in federal civil service, employed outside of Texas, or unemployed. "Not Found" also includes continuing students who have transferred to a private/independent institution in Texas or any institution outside of Texas.
Source:	Automated Student Adult Learner Follow-up System (ASALFS) data

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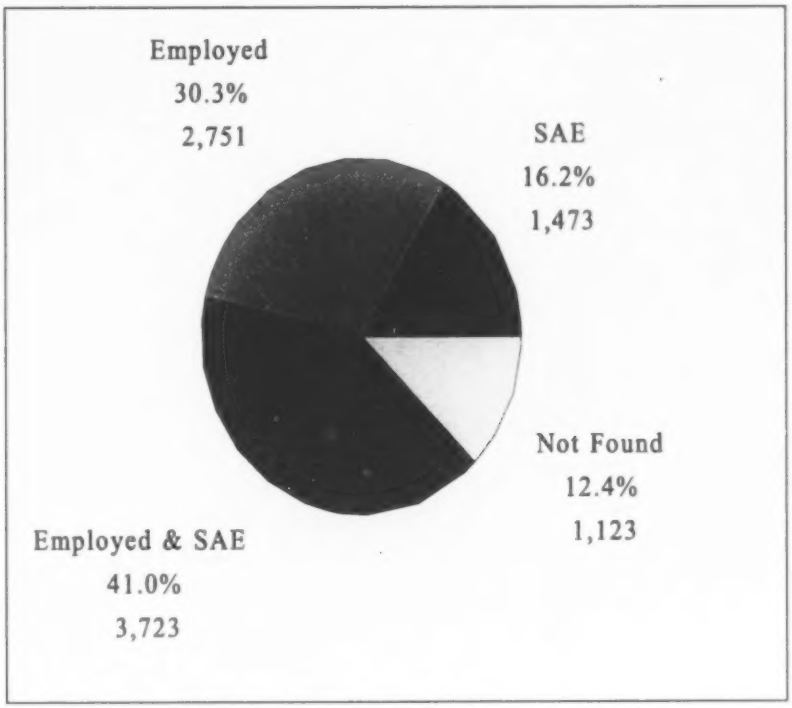
FIGURE 8-3
Status of Academic Program Graduates
Academic Year 1994-1995



Notes:	(1) Total = 9,070 (2) SAE = Seeking Additional Education (3) "Not Found" includes graduates who are self-employed, incarcerated, active duty military, employed in federal civil service, employed outside of Texas, or unemployed. "Not Found" also includes continuing students who have transferred to a private/independent institution in Texas or any institution outside of Texas.
Source:	Automated Student Adult Learner Follow-up System (ASALFS) data

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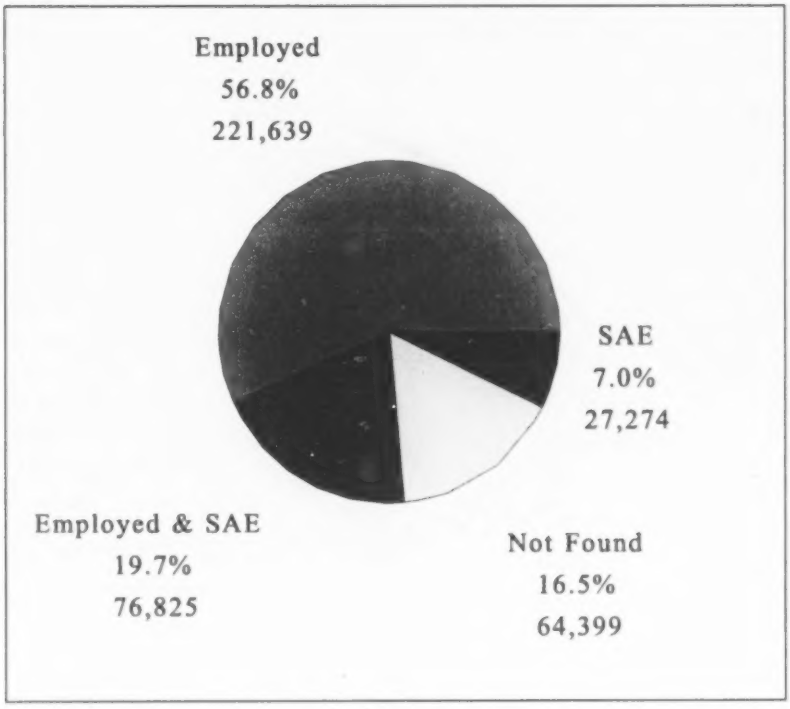
FIGURE 8-4
Status of Non-Returning Students
Academic Year 1994-1995



Notes:	(1) Total = 390,137 (2) SAE = Seeking Additional Education (3) "Not Found" includes graduates who are self-employed, incarcerated, active duty military, employed in federal civil service, employed outside of Texas, or unemployed. "Not Found" also includes continuing students who have transferred to a private/independent institution in Texas or any institution outside of Texas.
Source:	Automated Student Adult Learner Follow-up System (ASALFS) data

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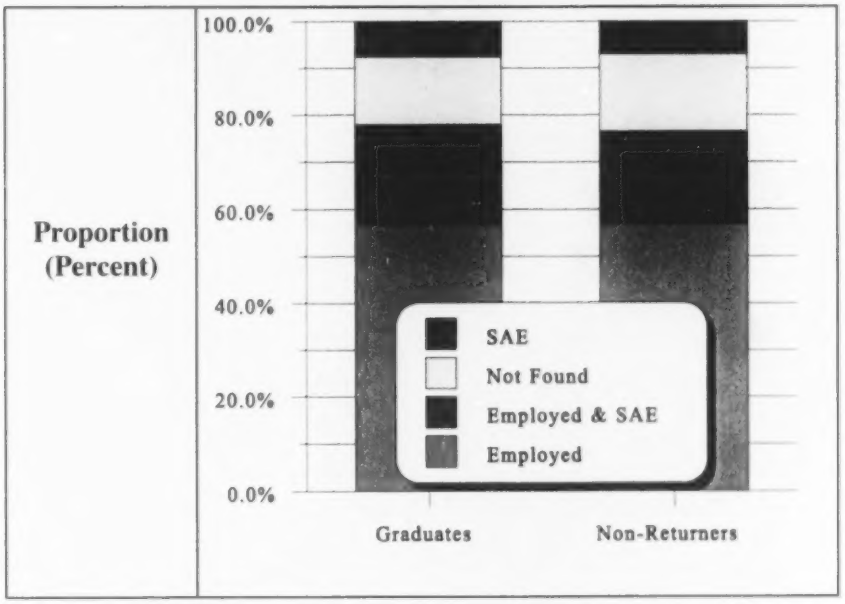
FIGURE 8-5
Comparison of Status for Graduates and Non-Returning Students
Academic Year 1994-1995



	Graduates	Non-Returning Students
Seeking Additional Education	7.6%	7.0%
Not Found	14.5%	16.5%
Employed and Seeking Additional Education	21.2%	19.7%
Employed	56.7%	56.8%

Note:	Percent values in each category may not sum to 100% due to rounding.
Source:	Automated Student Adult Learner Follow-up System (ASALFS) data

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Glossary

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Glossary

A.A.
Associate of Arts Degree
Degree programs of instruction consisting of college-level courses designed to transfer to baccalaureate programs. See Academic Major.

A.A.S.
Associate of Applied Science Degree
Degree programs of instruction consisting of college-level courses to prepare for entry into employment. See Technical Major.

A.S.
Associate of Science Degree
Degree programs of instruction consisting of college-level courses designed to transfer to baccalaureate programs. See Academic Major.

Academic Major
Program of instruction designed to lead to transfer to a 4-year institution.

Academic Year
For state reporting purposes, September 1 through August 31.

Academically Disadvantaged
At the postsecondary level, this refers to an individual who has not received a high school diploma or a General Education Development (GED) certificate, who is functioning below the 13th grade level, and who does not possess the vocational, technical and/or academic skills necessary to succeed in a work force education program.

Annual Headcount Enrollment
Unduplicated number of students attending a community or technical college during a specific 12-month period. Each student is counted only once at any particular community or technical college. Students who attend more than one institution, however, may be part of the annual headcount for each institution they attend.

Census Data
Information on population demographics gathered by the federal government and reported by the U.S. Bureau of the Census.

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Census Date
The official date by which public community and technical colleges must report enrollment data to the Coordinating Board for state reimbursement. This data has no relation to the information collected and reported by the U.S. Bureau of the Census.

Certificate
The award associated with the completion of a program of study of less than two years.

Community College
Postsecondary institutions which offer academic and technical programs of study leading to awards at the associate's degree or certificate level. In Texas, public community colleges are funded by state appropriations as well as local taxes.

Competitive Technical Program
Those programs with specified criteria for entry based on student preparation or ability, limited space, specialized training needs, student-teacher guidelines or external accreditation requirements.

Economically Disadvantaged
A family or individual who the State Board of Education identifies as low income on the basis of uniform methods that are described in a state plan.

Flexible Entry
A delivery mechanism that allows students to enter and exit at various points in the academic year regardless of the beginning and ending dates of the terms.

FTIC (First-Time-in-College)
A student who has not attended a college or university prior to enrollment during a specific term. Includes students who enroll during the summer term and re-enroll at the same institution during the subsequent fall term.

Full-Time
A student who is enrolled in 12 or more semester credit hours or the equivalent, during a term. For technical colleges on the quarter system, a student who is enrolled in nine or more semester credit hours during a term.

FTSE (Full Time Student Equivalent)
The total number of semester credit hours or their equivalent reported by an institution divided by 15 semester credit hours. This standard method of calculation is consistent with Southern Regional Education Board practice.

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Graduate
A student who completes a Coordinating Board-approved degree or certificate program.

In-District Students
Students whose residency status for tuition purposes is within the district of the college they attend.

LEP (Limited English Proficient)
Refers to individuals who were not born in the United States or whose native language is not English or who come from environments where a language other than English is dominant.

Out-of-District Students
Students who are Texas residents but whose residency status for tuition purposes is not within the district of the college they attend.

Part-Time
Students not enrolled full-time. Unless otherwise noted, part-time students are those taking less than 12 semester credit hours or 300 contact hours during a regular term. For technical colleges on the quarter system, a students who is enrolled in less than nine semester credit hours during a term is a part-time student.

Single Parent/Displaced Homemaker
Individual designated by federal guidelines to include those with sole custody of minor children or any adult who (1) has worked primarily without remuneration to care for the home and family and for that reason has diminished marketable skills; (2) has been dependent on public assistance; (3) is unemployed or underemployed; or (4) is described in categories (1) and (2) of this definition and is a criminal offender.

Technical College
Postsecondary institutions which offer only technical programs of study leading to awards at the associate's degree or certificate level. In Texas, these colleges are funded entirely by state appropriations, not through local taxes.

Technical Major
A program of courses designed to lead to participation in the workforce.

Tech-Prep
A cooperatively developed competency-based six-year program of study beginning in the ninth grade of high school and resulting in an associate of applied science degree with enhanced skills.

Transfer
A student who subsequently enrolls in a different postsecondary institution.